

SECOND ANNUAL REPORT

OF THE

State Superintendent

OF

PUBLIC INSTRUCTION,

WITH STATISTICAL TABLES,

AND EXTRACTS FROM

REPORTS OF THE PRESIDENTS

OF THE

Boards of County School Commissioners,

FOR THE YEAR ENDING 30TH JUNE, 1867.

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BALTIMORE:

PRINTED BY WILLIAM K. BOYLE,

Corner of Baltimore and St. Paul Streets.

1867.

THE Report of the State Superintendent, together with extracts from the reports of the Presidents of the Boards of County School Commissioners, and a portion of the State Statistical Tables are here printed, that the General Assembly may have, at an early day, information concerning the Free Public Schools.

The full Reports of the Presidents and the Statistical Tables of each County have been transmitted to the Governor.

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1868.

Department of Public Instruction,  
SUPERINTENDENT'S OFFICE.

TO HIS EXCELLENCY

THOMAS SWANN,  
*Governor of Maryland:*

SIR:

I have the honor to submit the Second Annual Report of the Public Schools of Maryland, under the Uniform System of Public Instruction, for the School Year ending June 30th, 1867.

Very respectfully,

Your obedient servant,

L. VAN BOKKELEN.

BALTIMORE, *December* 15, 1867.

# REPORT.

## STATISTICS OF PUBLIC SCHOOLS IN THE COUNTIES.

THE following summary of School work will exhibit in brief what is contained in detail in the tabular statement which forms the Appendix to this Report, and from which the citizens of each County can determine the character of the School work which concerns them most closely.

The statistics of the Public Schools of the City of Baltimore are not included in this Summary.

The present Uniform System of Public Instruction having been in operation two full years, the results of the second year are shown in comparison with those of the first. The reports received of the condition of the Schools during the first or Fall Term of the current year, being the Third School Year, show a continued increase of pupils in attendance.

Whole number of Schools in 1867.....	1,279
“ “ “ 1866.....	1,249
Increase in 1867.....	30
Whole number of different pupils in attendance in 1867, Boys, 40,168; Girls, 30,892.....	71,060
Whole number of different pupils in attendance in 1866, Boys, 36,831; Girls, 27,962.....	64,793
Increase in 1867.....	6,267
Average attendance of pupils in 1867, Boys 28,379; Girls 21,509.....	49,888
Average attendance of pupils in 1866, Boys 24,839; Girls 18,911.....	43,750
Increase in 1867.....	6,138

Different Teachers, men 892, women 666, in 1867.....	1,558
“ “ “ 926, “ 607, in 1866.....	1,533
Increase, 1867.....	25
Average number of Teachers, men 740, women 542, in 1867, .....	1,282
“ “ “ “ 705, “ 445, in 1866, .....	1,150
Increase, 1867. ....	132
Average number of Schools, 1867.....	1,205
“ “ “ 1866.....	1,091
Increase, 1867.....	114
Number of months Schools were open, 1867.....	9
“ “ “ “ 1866.....	9 $\frac{1}{16}$
Decrease, 1867.....month	$\frac{1}{16}$
Amount paid for Teachers' salaries, 1867.....	\$405,257 62
“ “ “ “ 1866.....	356,680 50
Increase, 1867.....	\$48,577 12
Amount paid for incidental expenses, 1867.....	\$28,080 85
“ “ “ “ 1866.....	29,737 09
Decrease, 1867.....	\$1,656 24
Amount paid for rent of School Houses, 1867.....	\$2,866 42
“ “ “ “ 1866.....	2,589 32
Increase, 1867.....	\$277 10
Total cost of Schools, 1867.....	\$436,204 89
“ “ “ 1866 ..	389,006 91
Increase, 1867.....	\$47,197 98
Cost of each different School, 1867.....	\$340 35
“ average “ 9 months, 1867.....	361 25
“ different pupil, 1867.....	6 14
“ average “ 9 months, 1867.....	8 74

Whole number of School Houses reported in 1867 .....	1,264
“ “ “ “ 1866.....	1,219
Increase, 1867.....	45
Whole number of School Houses built in 1867.....	45
“ “ “ “ 1866.....	17
Increase, 1867.....	28
School Houses repaired in 1867.....	281
“ “ 1866.....	206
Increase, 1867.....	75
School Houses furnished with desks in 1867.....	99
“ “ “ 1866.....	68
Increase, 1867.....	31
School Houses in good condition .....	390
“ ordinary “ .....	448
“ bad “ .....	354
“ condition not reported.....	72
“ well furnished.....	251
“ badly “ .....	911
“ not reported.....	102
“ provided with maps and globes.....	139

A large number of School Houses are under contract to be built during the current School Year, several of which were finished and occupied December 1, 1867.

*School Revenues for Year ending June 30, 1867.*

Receipts from State 15 cent tax for 1866 and arrear-	
ages of 1865.....	\$296,550 68
State Free School Fund.....	62,675 98
State Donations to Public Schools.....	15,300 00
Interest on Permanent Funds.....	16,049 58
*Local Tax in Counties. ....	92,032 94
Other Sources.....	14,652 59
Balances in the Treasuries July 31, 1866.....	33,198 89
	<hr/>
	\$530,460 66

\* This Local or County Tax was discontinued December 31, 1866, except in those Counties which by vote requested the tax to be continued.

Of these receipts, \$436,204.89 were disbursed for salaries, incidental expenses and rent of Schools; \$40,773.04 for new School Houses and repairs. The balance for sundry contingent expenses, exclusive of the amounts remaining in the Treasury of the Counties.

The number of pupils studying each branch as reported—

	1866.	1867.
Spelling.....	40,390	46,255
Reading.....	35,010	40,005
Writing.....	28,729	32,588
Arithmetic... ..	25,310	29,119
Geography.....	15,209	18,881
English Grammar.....	9,583	10,591
History.....	5,563	5,960
Book-Keeping.....	377	486
Algebra.....	370	500
Natural Philosophy.....	949	1,099
Botany.....	47	68
Rhetoric and Composition.....	113	168
Vocal Music.....	30	1,000
Geometry.....	8	14
Latin.....	24	83
Greek.....	4	7

From this schedule it appears that in the ordinary country Schools the studies of the larger portion of children are strictly elementary. This is also indicated by the kind of text books mostly distributed. A very small number of boys or girls attend at the High Schools or Academies.

#### SUMMARY OF THE STATISTICS OF THE PUBLIC SCHOOLS OF THE CITY OF BALTIMORE.

Baltimore City College... ..	1	
High Schools for Girls.....	2	
Grammar Schools for Boys.....	16	
“ “ Girls.....	19	
Primary Schools for Boys.....	25	
“ “ Girls.....	31	
Evening Schools.....	7	
Colored Primary Schools.....	10	
Colored Evening “.....	5	
Whole number of Schools.....	116	
Whole number of Teachers.....		505
of which 48 are men, 457 women.		



Total number of different pupils enrolled.....	33,342
Average attendance per term.....	21,729
The Schools were open ten months and a half.	
Number of School Houses.....	43
Estimated value of School property.....	\$565,000

Whole number of pupils in School during the year, with the average attendance:

	Pupils.	Average Attendance.
Baltimore City College.....	400	247
High Schools for Girls.....	892	767
Grammar Schools for Boys.....	5,664	4,154
“ “ for Girls.....	6,212	4,504
Primary Schools for Boys..	7,895	5,047
“ “ for Girls.....	9,557	5,159
Evening Schools.....	848	578
Colored Primary Schools.....	1,423	948
Colored Evening “ .....	451	325

Whole number.....	33,342	21,729
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Whole number of pupils in School at one time, with the average attendance:

	Pupils.	Average Attendance.
Baltimore City College.....	302	283
High Schools for Girls.....	708	636
Grammar Schools for Boys.....	4,114	3,353
“ “ for Girls.....	4,197	3,398
Primary Schools for Boys.....	5,513	4,392
“ “ for Girls.....	6,057	4,570
Evening Schools.....	595	366
Colored Primary Schools.....	1,248	867
Colored Evening Schools.....	388	297

Whole number.....	23,122	18,162
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*Cost of the Public Schools of Baltimore for three-quarters of the year, ending December 31st, 1867.*

Salaries of Teachers.....	\$207,617 60
New Buildings....	18,965 91
Repairs and Cleaning.....	32,239 98
Rent and Ground Rent.....	10,422 37
Furniture..	13,312 47
Insurance.....	443 00
Printing and Advertising.....	1,962 49
Fuel.....	13,276 25
Supplies.....	6,088 74
Text Books and Stationery.....	31,616 94

Total.....	*\$335,945 75
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\*Cost of Colored Schools not included, they are all in the last quarter.

These facts, so honorable to Maryland, ought to be gratifying to every friend of popular education, and are the best vindication of the efficiency of the School System. They record the faithful labors of School officers—especially the Presidents of the County Boards, who, by frequent visitation and vigilant supervision, have elevated the standard of Public Schools, and induced many thousands of children to use the benefits which the State so liberally confers.

To what extent this School System has been a failure let the record decide. It is placed before the citizens of the State that they may determine whether their Agents in this important work merit commendation or rebuke. No favor is asked but that which an ingenuous public is always prompt to grant—a fair trial and a verdict according to the facts.

The large increase, over 6,000, of pupils is attributable in part to the fact that parents generally are so well satisfied with the instruction and discipline of the Public Schools that they need no longer to sustain private or family schools. Many Teachers formerly conducting private schools are now engaged in the Public Schools, while in those localities where new School Houses have been built or the old houses repaired and furnished, the Public School has become dignified and attractive. No more certain or satisfactory evidence of an increased interest in Schools can be given than the general desire to have better School Houses. In some sections of the State, as shown by the Reports of the Presidents, the sincerity of this desire is verified by liberal contributions for building and improving the School Edifices.

### SCHOOL HOUSES.

The need of Houses conveniently located, well built, properly furnished, and equipped with simple school apparatus, is still felt in a large number of the School Districts of every County; even the most favored. It has been a serious obstacle to the progress of school work. This subject has been regularly brought before the people in public addresses, and otherwise, whenever opportunity offered. It is believed that the labor has not been in vain. By the General Assembly of 1867, an Act was passed, authorizing each School District to levy, by vote, a tax upon the property within its limits for School House purposes. This law has been availed of in several Districts. The County Boards have been authorized to appropriate a portion of the Permanent County School fund to the erection of commodious houses. Where neither of these sources of revenue suffice, private liberality has been successfully invoked, and the State is securing not a few

School edifices, containing all the arrangements essential to successful school work. Good School Houses are the present and urgent want of the School System, and unless means are devised for promptly supplying this want, no thorough and efficient system of Free Public Schools can fulfil its mission. Attention is directed to the Reports of the Presidents of the County Boards of School Commissioners for further information upon this important subject. These reports indicate that the people are beginning to understand the relation which a good School House bears to a good School, and that the health of the children, as well as their mental culture, depends upon the condition of the School Room. Did the present School System bequeath no other legacy than its seventy new School Houses and over five hundred old ones swept and garnished and in good condition, it would leave that which entitles it to the gratitude of all citizens who regard the welfare of children.

The plans of School Houses issued by the State Board of Education have proved acceptable and have been sought after by School Trustees in other States.

#### TEACHERS.

It is a duty, the discharge of which gives sincere pleasure, to report that the men and women engaged in teaching during the second year were an honor to the State. To their skill and fidelity may be attributed to a very great extent the success of School work as evidenced in the increased attendance and rapid progress of pupils.

As indicated in previous reports, the number of young women employed in the School Room is increasing, and ere long will be larger than that of men. During the year 1866, there were 319 more men than women. In 1867 only 226. In the City of Baltimore, out of more than 500 teachers, less than 50 are men. The general opinion of the Presidents of School Boards is, that the Schools under the care of competent women teachers, are in every respect, up to the average standard; and in many instances, are models of efficient instruction, thorough system and judicious discipline. The prejudice against women teachers is yielding to the potent arguments of facts, and it is now generally acknowledged, that by kindness and perseverance, even that terror of the olden time school, "the big boys," can be subdued to courtesy and diligence.

Many of our best young citizens are preparing themselves for the teacher's profession. To these every possible facility and encouragement should be extended, and the appropriate agencies for the advancement of the teacher's profession, such as NORMAL SCHOOLS, 'TEACHERS'

INSTITUTES and ASSOCIATIONS should receive the fostering aid of the State. Much has already been accomplished in this direction during the last year as shown by the accompanying report of the accomplished and gifted Principal of the State Normal School, whose invaluable services I trust may long be retained in the position which he now so ably and successfully fills.

STATE NORMAL SCHOOL, }  
*Baltimore, Dec. 9, 1867.* }

REV. DR. VAN BOKKELEN :

SIR:—In my last Annual Report I mentioned that the Fall Session of 1866 opened with 48 students, and closed with 71 on the roll, of whom 65 were in actual attendance at the date of that Report. The Winter Session, commencing January, 1867, opened with 70 students and closed with 93 on the roll. It was feared that the uncertainty which prevailed during the Summer respecting the stability of the present School System would check the progress of the Normal School, but this fear has not been realized. The Fall Session of 1867 opened with 70 students, and at the present date there are 94 names on the roll, of whom 88 are in daily attendance.

The number of different students who have attended the School during the two years of its existence is 201, distributed among the several Counties as follows: Allegany 2, Ann Arundel 6, Baltimore City 91, Baltimore County 24, Caroline 1, Carroll 3, Cecil 12, Frederick 2, Harford 7, Howard 4, Kent 10, Montgomery 6, Prince George 2, Queen Anne 12, Somerset 2, Talbot 10, Washington 2, Worcester 5. The whole number of graduates is 51; and of these, thirty-five are known to be now engaged in teaching. Special pains have been taken to ascertain whether these young teachers have given satisfaction in the positions to which they have been assigned; and it is pleasant to be able to state that not a single complaint has yet been made against them. Besides the graduates, fourteen under-graduates have found employment as teachers; and though most, if not all of them, are laboring with acceptance and doing good service in the Public Schools, yet it must be remembered that the Normal School is responsible for none but graduates; and for them, in such positions only as their diploma entitles them to hold.

The Second Annual Commencement was held on the 4th of April, in the Front Street Theatre, which was densely crowded by a deeply interested and highly intelligent audience. Addresses were delivered by Reverdy Johnson, Jr. Esq., Lieut. Gov. C. C. Cox, and the State Superintendent. There were 37 graduates, of whom 9 received the diploma of "Teacher of Grammar Schools," and 28 that of "Teacher of Primary Schools."

The Model School, which at the date of my last Report was located, very inconveniently on Broadway, was removed in September to a commodious house on Fayette Street, near Eutaw Street. The change has been followed by the happiest results. The School is very popular: every available seat was filled at the beginning of the session, and



many scholars were refused admission for want of room. The progress made by young pupils under "Normal Methods" of instruction has equalled the most sanguine anticipations; and there seems to be no reason to doubt that if the Model School had two hundred seats instead of eighty, they would all be filled, and at such prices as would make it a self-sustaining institution. Ten students are detailed from the Normal School every quarter as Assistants in the Model School; thus in the course of a year forty teachers are trained to their work by careful instruction, close observation and judicious criticism.

One of the greatest drawbacks to the success of a State Normal School is the want of a Boarding House, where students from a distance may find congenial company, wholesome fare, and convenient arrangements for study, at a reasonable cost. It has not been in the power of the State Board, with the limited means at their disposal, to supply this desideratum, but a beginning has been made by way of experiment. Those apartments of the house occupied by the Model School which were not suitable for school rooms, were furnished as lodging-rooms for such students of the Normal School as might be unable to find accommodations elsewhere. Nine students are thus provided with a comfortable home at an expense of \$4 a week. The success of the experiment has proved the necessity of continuing it on a larger scale.

Teachers' Institutes were held during the Spring in every County where School Officers signified a wish to have one: namely, Baltimore, Calvert, Montgomery, Kent, Queen Anne, Talbot, Caroline, Somerset, Worcester and Harford. At all but two, the State Superintendent was present. Valuable assistance was rendered by the Presidents of the respective County Boards, and by several eminent educators, among whom I may name Prof. Benjamin Hallowell, of Montgomery County, and the Rev. Dr. Nelson, of St. John's College. These meetings were invariably attended by all the earnest and enthusiastic teachers of the County, and in many instances by citizens in considerable numbers, some of whom took an active part in the proceedings. Both teachers and citizens have been unanimous and hearty in their endorsement of these Institutes as among the best means of increasing the efficiency of the Public Schools.

Two years ago this Normal School was started as an experiment. To-day it is an accomplished fact. Without the patronage of any sect, or the encouragement of any party, it has won its way to popular favor. No similar Institution in the Country has achieved a similar success in so short a time: and nothing is needed but an adequate building to make that success as permanent as it has been rapid. It remains for the Legislature to determine whether by a liberal and judicious support of the Normal School, they will provide Maryland teachers for Maryland Schools; or whether they will make it necessary for young persons to go to other States for the requisite professional instruction. Normal School teaching, the people will have: the only question is, Shall it be obtained within the State or outside of it? In the Spring of 1866, there were more Maryland students in the Normal Schools of Pennsylvania and New Jersey than in our own Normal

School. The case is altered now; and I hope the time will never come when Maryland shall be compelled to send to other States for a supply of teachers, or to send her youth beyond her own limits for professional instruction, or (what is still more to be deprecated) to employ inexperienced and unskilful teachers.

In conclusion allow me, sir, to thank you for the cordial and unwavering support you have given me in this labor, for the kind words with which you have so often cheered and encouraged the students, for the unlimited confidence you have reposed (not undeservedly I trust) in the Instructors, and for your earnest and indefatigable efforts to make this School at once a blessing and an ornament to the State.

Very respectfully,

M. A. NEWELL.

### COLLEGES RECEIVING STATE DONATIONS.

The Colleges which receive State donations are St. John's, Ann Arundel County; Washington, Kent County; the Agricultural, Prince George County; Baltimore Female College in Baltimore City. With the liberal endowments granted by the State, and the able corps of Professors engaged, it is a matter of surprise as well as regret, that so few of our young men avail themselves of the opportunities for Collegiate Education which they find at home. A very large number go beyond our borders to graduate. This fact was shown in my first Report. It is thought that the aggregate is greater now than in November, 1866. This is a subject eminently worthy of the attention of the Trustees of the State Colleges, that the liberal revenue placed at their disposal may accomplish the object for which it was granted.

The Agricultural College, of which I am, *ex-officio*, a Trustee, is thoroughly reorganized and has an able faculty. Only eleven students are in attendance. To enable this important institution to accomplish its special work, an appropriation for farm buildings and apparatus is essential. With such addition to its facilities and the income from the United States land grant, making the annual revenue over \$12,000, there will be ample means for accomplishing the purposes of the Institution which thus far have not been attained.

### SALE OF COLLEGE LAND SCRIP.

I am informed by the Comptroller that there was received from the sale of the Agricultural College Land Scrip \$112,504, of which sum there was retained in the Treasury as per chapter 520 of 1866, 10 per cent. of said amount, \$11,250.40, to reimburse the State in part for moneys advanced to the College, and there was invested July 1, 1867, in "Southern Relief Bonds" drawing 6 per cent. per annum, payable first of January and July, the sum of \$100,000, thereby leaving a balance of \$1,253.60 to be invested.

ST. JOHN'S COLLEGE: Post Office, Annapolis.

State Donation \$15,000. Salaries of Professors \$12,350. Students, 88. Tuition, per annum, \$50. Board per month, \$20. Value of Property, \$150,000. Volumes in Library, 3,500. Value of Apparatus, \$1,000. Acres of Land, 20.

AGRICULTURAL COLLEGE: Post Office, Hyattsville.

State Donation, \$6,000. Salaries of Professors, \$10,000.\* Students, 11. Tuition per annum, \$75. Board per month, \$22 50. Value of Property, \$90,000. Volumes in Library, 1,600. Value of Apparatus, \$500. Acres of Land, 283. The College owns agricultural apparatus, the value of which is not estimated. During 1868 the College will have an additional annual revenue of \$6,000 from sale of United States Land Scrip.

WASHINGTON COLLEGE: Post Office, Chestertown

State Donation, \$3,000. Salaries of Professors, \$2,700. Students, 45. Tuition per Annum \$24 to \$40. Board per Month, \$15. Value of Property, \$17,000. Volumes in Library, 500. Value of Apparatus, \$1,200. Acres of Land, 40.

BALTIMORE FEMALE COLLEGE: Post Office, Baltimore.

State Donation, \$2,200. Salaries of Professors, \$7,500. Students, 122. Tuition per Annum, \$60. Board per Month, \$20. Value of Property, \$50,000. Volumes in Library, 3,700. Value of Apparatus, \$650.

BALTIMORE, *December 12, 1867.*

REV. L. VAN BOKKELEN,

*Superintendent Public Instruction:*

REV. AND DEAR SIR:

I have to report, as a supplement to my late report to you, that by action of the Board of Trustees to-day, the number of Teachers and Professors of the Maryland Agricultural College was reduced to three, including the President, and that their Salaries, after February 6th, 1868, amount to fifty-five hundred dollars.

Very respectfully,

C. L. C. MINOR, *President.*

\* This amount includes the Salaries of the Register and Superintendent of Agriculture, which, if deducted, leaves for Professors \$8,500.

## TEXT BOOKS.

*Uniform Series of Text Books.*

Total number of Text Books distributed, 1866.....	189,898
“ “ “ 1867.....	62,237
Decrease, 1867.....	127,661
Amount paid for Text Books, 1866.....	\$64,103 82
“ “ 1867.....	28,652 78
Decrease, 1867.....	\$35,451 04

The Texts Books distributed during the School year ending June 30, 1867, were as follows:

Spelling Books.....	18,297
Dictionaries.....	1,070
Readers.....	15,915
Arithmetics.....	10,013
Grammars.....	3,846
Geographies.....	5,943
Histories.....	3,511
Natural Sciences.....	1,011
Music.....	125
Algebra.....	374
Geometry.....	30
Penmanship, dozens.....	1,192
Book-Keeping.....	414
Book-Keeping Blanks, sets.....	349
Latin.....	132
Greek.....	15
Total number.....	62,237

The following were also distributed:

Walton's Arithmetical Cards.....	1,225
Willson's School Charts, sets.....	4
Cornell's Outline Maps, sets.....	13
Martenet's Map of Maryland.....	16
Hoen's Outline Map of Maryland.....	1



*Cost of Text Books distributed to each County for the School Year  
ending June 30, 1867.*

Allegany.....	\$1,995 77
Ann Arundel..	1,289 01
Baltimore....	5,146 00
Calvert.....	646 94
Caroline.....	293 99
Carroll.....	2,289 66
Cecil.....	3,422 71
Charles.....	662 25
Dorchester ..	1,288 12
Frederick.....	2,267 68
Harford .....	40 00
Howard.....	418 51
Kent.....	458 06
Montgomery ..	1,344 58
Prince George's.....	1,295 65
Queen Anne.....	156 73
Somerset.....	1,156 00
St. Mary's.....	249 28
Talbot.....	501 93
Washington ..	2,000 84
Worcester.....	1,729 07
Total amount received.....	<hr/> \$28,652 78

*Amounts paid for Text Books for School Year ending June 30, 1867.*

John L. Shorey.....	\$2,505 00
Mason Brothers.....	101 72
Harper Bros.....	6,896 34
D. Appleton & Co.....	5,585 85
E. H. Butler & Co.....	2,839 00
J. B. Lippincott & Co.....	1,058 40
J. W. Bond & Co.....	178 35
Iverson & Phinney.....	626 40
Taggard & Thompson ..	62 50
Cushings & Bailey.....	8,799 22
	<hr/> \$28,652 78

From the above tabular statement it appears that the number of books distributed during the second school year was much less than during the first. From present indications the quantity will be yet smaller during the current year. This is attributable to the unsettled state of public opinion, occasioned by the action of Agents interested in the Text Books rejected by the State Board, by misrepresentations of other parties, and an apprehension lest there might be a change in the series as adopted by the State Board of Education. From these causes parents have hesitated to procure necessary books for their children, thus to a great extent interrupting and delaying School work. Nothing is more essential to efficiency of instruction than a prompt supply of suitable text books of a uniform series. Whatever plan procures such books most promptly and places them in the hands of the children at the beginning of the school term at least cost, is the best plan. Tradesmen may be disappointed, but the children will profit thereby. No duty has given the School Officers more trouble than the text book business. From no other source have they suffered more misrepresentation or unfair imputation, but in no way have they done better or more faithful work than by their attention to this branch of their work. The School Commissioners, and especially the Presidents of County Boards, have the thanks of the State Board of Education, and the assurance of my confident conviction that they have discharged this important trust with perfect integrity. The administration of the State Superintendent in this connection has been the subject of some extraordinary remarks, but he is content to know that his course has the approval of the State Board of Education, and the plan of distribution is satisfactory to the Boards of County School Commissioners.

### TRAVELS OF THE SUPERINTENDENT.

During the year a large portion of time was appropriated to official visits to the Counties and the inspection of Schools. In my absence the duties of the office were discharged by the competent and courteous gentleman who occupies the position of Secretary to the Superintendent and Clerk to the State Board of Education. I have attended, whenever practicable, the Teacher's Institutes and Teacher's Associations. Upon many occasions, public addresses were delivered at meetings largely attended by the friends of popular education. When opportunity offered and circumstances permitted, an open discussion of the School question was always solicited, that objections might be stated, suggestions concerning local administration made,

the prevailing sentiment ascertained, and the Schools profit by the views of those most directly interested in their condition. The invitation was not always accepted. This is to be regretted, as many if not most of the objections to the School system, even in the minds of gentlemen who are calm and intelligent thinkers, are attributable to a lack of information concerning the School Law, and its actual administration. Had such discussion been frequent not only by School Officers but by friends of Education, who had studied the law and visited the schools, many of the imaginings which disturbed men's minds could not have existed. A better sentiment would have prevailed; School Officers would have been relieved from much anxiety; the children would have been benefitted, and many of those ills, personal and material, avoided, which flow from charges made without investigation. Whenever it was my privilege to address public meetings I endeavored to show, what I here most emphatically assert, that in the administration of the Schools by the central authorities, and as far as my knowledge extends, by the local officers also, the moral and mental culture of the children of the State has been the sole and constant aim. That political, denominational and partizan interests ought to be and have been discarded as having no place in a system of Public Instruction. That the Free School System concerns the children of the State, and should be administered independent of all sectarian or party considerations. Such, it is hoped will always be, as it has been, the aim of those to whom the education of the youth of Maryland is entrusted,

To the courtesy and hospitality of School Officers and other citizens of every County, I am personally indebted for much kindness. The recollection of their polite attention and that of their families, will remain among those pleasing reminiscences of official work, never to be forgotten.

During the year I travelled 5,484 miles, at a cost to the State of less than \$200.

### THE SCHOOL SYSTEM.

Upon the General Assembly of 1868 devolves the responsibility of providing a "thorough and efficient system of Free Public Schools for" the State. While not claiming that the present uniform system is perfect, nor doubting that it can be made more acceptable to some sections of the State, yet it contains many valuable features essential to any successful administration of school work. Chief among these is a vigilant and intelligent supervision by competent officers, paid for their work, and responsible for its proper performance.

A prominent, perhaps the most difficult as well as important, the vital question to be decided, concerns sources of income and the mode of distribution. For any "thorough and efficient system," revenue must be ample and certain, not varying from year to year. Competent teachers, and the teacher makes the school, cannot be retained without having liberal salaries promptly paid.

For the information of those who have not carefully examined the present School Law, the following analysis is prepared. It may be of use in helping members of the Legislature to decide what features ought to be retained and what rejected.

THE SCHOOL SYSTEM of 1865 was established by Constitutional Provision and Legislative Enactments.

THE CONSTITUTION of 1864, *the first that made any provision for Free Schools*, decreed that Free Schools shall be taught in every School District at least six months in each year. It provided for general and local supervision, and fixed an annual tax upon the property of the State to create a School Fund, to be divided among the Counties and City of Baltimore, according to population, between ages of 5 and 20 years.

The General Supervision was vested in a State Board of Education, composed of the Governor, Lieutenant-Governor, Speaker of the House of Delegates and State Superintendent of Public Instruction. The Local Supervision to be by School Commissioners selected by the State Board. With these brief provisions decreeing Free Education to be a fixed State policy, and providing for the maintenance and supervision of School work, the Constitution submitted the entire detail of a System of Public Instruction to the General Assembly.

THE GENERAL ASSEMBLY of 1865, acting under the mandate of the Constitution, provided, with great unanimity, a System of Public Instruction. During two subsequent sessions no material amendments were made.

THE MARYLAND SCHOOL SYSTEM differs from the Systems of other States. It has four prominent features. They are Supervision; That which is to be Supervised; Modes of Securing Competent Teachers; Sources of Income.

## I. SUPERVISION.

The Law prescribes, with much exactness, the duties of the State Board of Education, the State Superintendent of Public Instruction and the School Commissioners for the several Counties. The Presi-

dent of each County Board is required to perform the duties of County Superintendent, while each Commissioner attends to the Schools of his District, the number in a District varying from 8 to 15. For yet closer supervision, each School has a visitor, selected from the patrons, who acts as School Trustee and aids the Teacher as far as practicable in the discharge of duty, and procuring school requisites.

## II. THAT WHICH IS TO BE SUPERVISED:

The Law provides for securing School House Sites, building School Houses, holding School District Meetings; prescribes the duties of Teachers and Pupils, the course of Studies, the employment of Assistant Teachers, fixes the length of School Sessions, and the periods of Vacation. It suggests a plan by which Text Books are to be procured and distributed to the Schools, leaving each County to fix the terms of distribution, but providing however, that indigent pupils shall have the use of Text Books free of charge.

The Law recognizes the duty of the State to provide the means of advanced education in High Schools and Colleges. The High Schools to be sustained in part by the old academic funds,—the State Colleges by annual donation; both High Schools and Colleges being required to educate certain meritorious youth free of charge for tuition and use of Text Books.

## III. MODES OF SECURING COMPETENT TEACHERS:

The Law directs that no person shall be appointed a Teacher without having passed a satisfactory examination.

It advises the organization of Teachers' Associations, under the direction of the County Superintendent, for the discussion of problems relating to systems of teaching and discipline.

It requires a Teachers' Institute to be held once in each year, under the control of the Superintendent or a Professor of the State Normal School, to advance Teachers in their profession by imparting to them sound Scientific Instruction, concerning methods of teaching.

The chief agency under this Title is the STATE NORMAL SCHOOL, the character of which need not be explained, nor its importance as an integral part of a State System of Public Schools be enforced, both being well understood by all persons who have made education the subject of even cursory investigation.

## IV. SOURCES OF INCOME:

The Law enforces the provision of the Constitution and provides for the collection, apportionment and distribution of the State School Tax and the several School Funds through the medium of the State Treasury.



These, with miscellaneous enactments concerning School Libraries, Educational Tracts and Journals, comprise the features of the Law, or rather provide the machinery by and through which the provisions of the Constitution are made effective as regards the establishment, maintenance and supervision of Free Public Schools.

Under this Law, Boards of School Commissioners have been appointed; the Counties have been divided into School Districts; Teachers have been examined and commissioned; School Houses have been built, repaired and furnished; a uniform series of Text Books has been adopted and plans matured for their distribution. A State Normal School has been organized and has educated in whole or in part 200 candidates for the Teacher's office. In some of the Counties, High Schools in which the Classics and higher Mathematics are taught, have been established. Sets of Account Books, School Registers and suitable blanks for the Reports of Teachers and Commissioners have been prepared and distributed, Plans and Specifications for School-Houses of wood, brick and stone have been issued to all the Counties, Forms for Teachers' Certificates and Diplomas of the Graduates of the State Normal School have been adopted, Teachers' Associations have been organized and Teachers' Institutes held where practicable—in fine, the whole machinery of the system has been put into operation, and is now working and providing instruction for 71,060 different children in 1,279 Schools, under 1,558 Teachers, in the Counties of the State.

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That valuable and efficient School Work has been the outgrowth of this System, statistical reports fully prove. Evidence of the most satisfactory kind is also given in the written reports of the Presidents of the County School Boards, gentlemen who represent the various political denominational and sectional sentiments which prevail in the State and are as able to speak intelligently as they do candidly.

#### OBJECTIONS TO THE SYSTEM OF 1865.

The objections most frequently urged are: First—that the administration of the Schools is too far removed from the people. Second—the authority of the Central Board is absolute and hierarchical. Third—as three of the four members of that Board hold high political positions, their power may be used to advance partizan instead of educational interests. Fourth—the expense of the system. Fifth—the mode of distributing the School Tax making the wealthy portions of the State help the weak.

The first three objections may be well founded, but how to remedy them without weakening the supervision of Schools is a problem difficult to solve. If the power essential to efficient action is to be withheld because it may perchance be abused—then progress will be slow if not entirely cease. What the people *do* want may not be what they *ought to want*, and in no question of State policy is the difference between what is needed and what is desired likely to be greater than in the management of Schools.

The fourth objection—EXPENSE—is founded on total ignorance of facts. It is easy to have a cheap system and it will be cheapest to have no system at all; but no State that claims to have an efficient system of Public Schools can present a bill of expenditure so moderate as that of Maryland. In the Counties during the second School year, 1,279 Schools were taught for nine months at an average cost of \$340 35 per School, including all incidental expenses. 71,060 different children received instruction at the rate of only \$6.13 per pupil. The statistics of no School System can show so much work done with equal economy and efficiency. *The comparison is confidently challenged.*

The fifth objection concerns the distribution of the State tax.

In my judgment the present is the proper plan, indeed, the only method by which education can be made general. The objection proceeds from those who have not studied carefully the necessities of population in the sparsely settled counties.

## SCHOOLS SHOULD BE SUPPORTED BY A STATE TAX, DISTRIBUTED ACCORDING TO POPULATION.

Population and wealth often are in an inverse ratio. Where children are numerous, capital does not always abound. Where the number of Schools needed in proportion to population is greatest, the means to sustain Schools is often least. If each county be left to itself; in one-third of the State there cannot be a "thorough and efficient system of Free Public Schools," without placing a burden upon the people which they cannot bear, and ought not to be required to bear when the circumstances are remembered by which their taxable property has been diminished. The Constitution decrees efficient Free Schools *throughout the State*. This will be practicable only by a tax upon the property of the whole State, distributed among the counties according to their educational wants, which for practical purposes, means according to population. The children belong to the State in a higher and nobler sense than Sparta claimed, and are entitled to equal educational privileges without reference to the section in which they

chance to be born Education is a State, not a County interest. The commonwealth suffers by ignorance, idleness and crime, whether at its extremities or at its heart.

The following table exhibits the means of supporting Free Public Schools each county would have if left to its own resources. The estimates are made according to the census of 1860 and the assessment of 1866 at the rate of 10 cents on the \$100. yielding an annual revenue for Schools of \$50,000 in excess of that received from the 15 cent tax upon the assessment of 1852. The white population only is taken into this calculation.

In Worcester the annual revenue per capita for Schools will be \$1.15; in Talbot \$2.74; in Calvert \$1.54; in Prince George \$2.51; in Baltimore County \$2.64; Baltimore City \$4.11; in Somerset \$1.11; in Kent \$3.01; in Caroline \$1.40; in Queen Anne \$2.73. But taking the number of Schools required according to extent of territory and population, Charles will have for the support of each School per year, \$93.70; Talbot \$189; Calvert \$118.92, Prince George \$207; Baltimore County \$419.27; Baltimore City \$2,147.78; Somerset \$96.45; Kent \$248; St. Mary \$93.11; Frederick \$258.04; Dorchester \$118.67; Ann Arundel \$238.13, and Worcester only \$84.83.

Again, more Schools and consequently more Teachers are required in those counties which have least assessable property, because the population is scattered and need a larger number of different Schools than the densely inhabited sections of the State. This is a difficulty which cannot easily be remedied, but it is a fact which leaves such Counties as Caroline, Worcester, Allegany, Calvert, Somerset, with unequal resources, even when the School tax is divided according to population, white and black. In Caroline there must be a School for every 78 white persons between 5 and 20 years. In Calvert for every 77, Charles 58, Dorchester 84, Queen Anne 69, Prince George 82; while in Baltimore County one School will suffice for every 158 persons, Frederick 131, Howard 118, Cecil 106, &c. Hence it appears that unless some mode of distributing the State tax similar to the present be adopted there cannot be "a thorough and efficient system of Free Public Schools throughout the State." Schools may be sustained in a portion of the Counties—they cannot be sustained in all, however earnest, liberal and intelligent the sentiment in favor of popular education may be.

The Free School Policy being a State policy, it ought to recognize the fact that all the children have equal claims upon the State for mental and moral culture, and to meet this there is no practicable



way but such apportionment of money as that under which Schools have, during the past two years, been sustained so successfully in the School Districts most remote from the centers of wealth and progress.

Convinced of the vital importance of this subject, having given to it much thought—indeed close study—having visited every section of the State, and taking into consideration all the facts which enter into the question, I most emphatically repeat that the only efficient plan is to levy a tax upon the whole property of the State, at least 10 cents in the \$100, and divide it, as now, according to population. Then will all the children have Free Public Schools for at least six months in the year; then intelligence will be developed and Maryland exhibit to her sister States the most liberal System of Public Instruction on this Continent; apportioning her money according to the ennobling dictates of patriotic philanthropy—not the mean rule of selfish local interest.

#### WHAT RATE EACH COUNTY MUST PAY TO SUSTAIN EFFICIENT PUBLIC SCHOOLS, IF THERE BE ONLY A LOCAL TAX.

There is still another view of this subject. If the Schools in each County are to be sustained only by local taxation, then either the Schools must languish or the people assume a burden which they cannot bear. The evidence of this is found in the last column of the Table. To secure the same amount of School revenue which each County will receive from a tax of 10 cents distributed according to population, Dorchester instead of 10 cts. would be obliged to levy  $25\frac{1}{10}$  cts. on the \$100; Ann Arundel 17 cts.; Calvert  $36\frac{1}{10}$  cts.; Caroline 22 cts.; Charles 38 cts.; Somerset  $29\frac{8}{10}$  cts.; St. Mary  $35\frac{7}{10}$  cts.; Worcester  $26\frac{8}{10}$  cts., &c.

The claims which the Counties have upon the City of Baltimore, the chief and only large loser by the system of apportionment, have not been considered in this argument, because the fact is patent to every person who has any knowledge of State legislation, that the great public works which have contributed to make Baltimore the third city of the United States, have been built in part by money levied upon the Counties. The wealth of the rural districts continues to swell the capital of the Emporium of our trade and commerce, and as by increased intelligence the Counties become more productive, the City will continue to grow in wealth and population. Had the Counties under the system of 1865, received only the amount of School money levied within their limits, the Schools would inevitably have languished for lack of funds.

# TABLE I.

*This Table shows what amount of School Money would be received for each white person between 5 and 20 years, and what amount for each School if each County receives only the proceeds of its own levy; also what rule of tax must be levied to secure upon the County assessment the same revenue as derived from a State apportionment of School Money according to population.*

COUNTIES.	No. of White persons between 5 & 20 years.—1860.	No. of Schools. 1867.	Assessed Value of Property.—1866.	Amount of Levy at rate of 10 cents for each \$100.	Am't rec'd from white person betw'n 5 & 20 yrs.	Am't rec'd for each School.	Average No. of persons per School.	The rate of local tax required to give each Co. the same amt't as a State tax of 10cts, on \$100, apportioned accord'g to population betw'n 5 & 20 yrs. would give.
Allegany.....	10,387	113	\$16,754,976	\$16,754.98	\$1 61	\$148.27	92	12 <sup>1</sup> / <sub>16</sub>
Ann Arundel..	4,496	46	10,954,238	10,954.24	2 43	238 13	98	17
Balto. City...	60,550	116	249,142,869	249,142.86	4.11	2,147.78	688	54 <sup>3</sup> / <sub>8</sub>
Balto. County.	16,472	104	43,604,134	43,604.13	2.64	419.27	158	8 <sup>8</sup> / <sub>16</sub>
Calvert.....	1,461	19	2,259,454	2,259.45	1.54	118.92	77	36 <sup>1</sup> / <sub>16</sub>
Caroline.....	2,897	37	4,073,852	4,073.85	1 40	110.10	78	22
Carroll.....	8,157	94	17,175,967	17,175.97	2 10	182.61	87	10 <sup>3</sup> / <sub>16</sub>
Cecil.....	7,176	68	14,564,358	14,564.36	2.03	214.18	106	11 <sup>8</sup> / <sub>16</sub>
Charles.....	2,082	36	3,373,219	3,373.22	1.62	93.70	58	38
Dorchester...	4,387	52	6,171,275	6,171.27	1.40	118.67	84	25 <sup>1</sup> / <sub>16</sub>
Frederick.....	14,170	108	27,869,046	27,869.05	1.96	258.04	131	12 <sup>4</sup> / <sub>16</sub>
Harford.....	6,262	69	12,912,258	12,912.26	2.06	187.13	91	13
Howard.....	3,434	29	7,466,666	7,466.67	2 17	257.47	118	13 <sup>7</sup> / <sub>16</sub>
Kent.....	2,633	32	7,937,737	7,937.74	3.01	248.05	82	12 <sup>3</sup> / <sub>16</sub>
Montgomery..	4,033	43	7,640,977	7,640.98	1.90	177.70	94	17 <sup>1</sup> / <sub>16</sub>
Prince George.	3,537	43	8,900,753	8,900.75	2 51	207.00	82	20 <sup>1</sup> / <sub>16</sub>
Queen Anne...	3,096	45	8,475,117	8,475.12	2.73	188.33	69	14 <sup>2</sup> / <sub>16</sub>
Somerset.....	5,810	67	6,462,514	6,462.51	1.11	96.45	87	29 <sup>8</sup> / <sub>16</sub>
St. Mary.....	2,419	34	3,165,975	3,165.97	1.30	93.11	71	35 <sup>7</sup> / <sub>16</sub>
Talbot.....	2,896	42	7,955,396	7,955.40	2.74	189.41	69	13 <sup>7</sup> / <sub>16</sub>
Washington..	10,634	127	19,769,330	19,769.33	1.86	155.66	90	11 <sup>8</sup> / <sub>16</sub>
Worcester....	5,216	71	6,023,361	6,023.36	1.15	84.83	73	26 <sup>8</sup> / <sub>16</sub>
	182,205	1,395	\$492,653,472	\$492,653.47				

## TABLE II.

Table showing the Assessed Value of Property, what would be the amount of the proceeds of 10 cents State School Tax, the apportionment of said State School Tax according to population between the ages of 5 and 20 years, and the rate of Local Tax it would require to produce an amount equal to the apportionment of State School Tax of 10 cents.

COUNTIES.	Am't of Assessm't of Property in each County and Baltimore City.	Proceeds of 10 cts. State Tax in each County and Baltimore City.	Apportionment of State Tax according to popu- lation between the ages of 5 and 20 years.	Rate of Local Tax it would re- quire to produce an amount equal to the apportionment of 10 cts. State School Tax.
Allegany.....	\$16,754,976	\$16,754.98	\$21,536.55	12 1/2
Ann Arundel.....	10,954,238	10,954.24	18,652.72	17
Balto. City.....	249,142,869	249,142.86	138,015.78	5 3/8
Balto. County.....	43,604,134	43,604.13	38,188.64	8 8/10
Calvert.....	2,259,454	2,259.45	8,149.40	36 1/10
Caroline.....	4,073,852	4,073.85	8,687.26	22
Carroll.....	17,175,967	17,175.97	17,769.49	10 3/10
Cecil.....	14,564,358	14,564.36	17,152.24	11 1/10
Charles.....	3,373,219	3,373.22	12,833.42	38
Dorchester.....	6,171,275	6,171.27	15,500.92	25 1/10
Frederick.....	27,869,046	27,869.05	34,643.86	12 4 3/10
Harford.....	12,912,258	12,912.26	16,737.42	13
Howard.....	7,466,666	7,466.67	10,243.32	13 7/10
Kent.....	7,937,737	7,937.74	9,776.90	12 3/10
Montgomery.....	7,640,977	7,640.98	13,678.92	17 1/10
Prince George.....	8,900,753	8,900.75	17,938.20	20 1/10
Queen Anne.....	8,475,117	8,475.12	12,053.40	14 1/10
Somerset.....	6,462,514	6,462.51	19,260.04	29 1/10
St. Mary.....	3,165,975	3,165.97	11,309.12	35 1/10
Talbot.....	7,955,396	7,955.40	10,906.22	13 7/10
Washington.....	19,769,330	19,769.33	23,481.62	11 4 3/10
Worcester.....	6,023,361	6,023.36	16,138.03	26 1/10
	\$492,653,472	\$492,653.47	\$492,653.47	

## SCHOOLS FOR COLORED CHILDREN.

No public organized plans have been adopted for the education of this class of children, except in the City of Baltimore. As reported last year, schools have been continued in the Counties under the direction of the Baltimore Association for the Moral and Mental Improvement of Colored Persons, supported by contributions from benevolent associations, and the payment of tuition fees by the parents or friends of the children educated.

The extent and efficiency of this work are indicated by the following statistics furnished by the Actuary of the Baltimore Association.

*Summary of Statistics of Schools for Colored Persons for year ending June 30th, 1867.*

Total number of Schools for Colored persons.....	84
In the City of Baltimore.....	22
In 19 Counties.....	62
Number of pupils registered.....	8,600
In the City.....	2,800
In the Counties.....	5,800
Average attendance.....	6,600
Number of teachers.....	89
Number of months Schools were open.....	9
Total expense of 84 Schools, including Books, Furniture and Supervision.....	\$61,808 50
Average cost of each School.....	734 62
Average salary of each teacher....	364 46
Cost of each different pupil.....	7 19
Cost of each average pupil.....	9 35
Cost of each different pupil per month.....	80
Contributions to sustain the Schools were received from	
Citizens of Baltimore.....	\$ 3,305 16
Appropriation of City Council.....	20,000 00
Associations in other States.....	10,787 97
"Friends" in England and Ireland... ..	1,144 23
Colored people in the State.....	23,371 14
Loan.....	3,200 00

A Normal School has been established in the City of Baltimore, in which teachers for colored Schools are trained for their special work, and subjected to a rigorous examination before taking charge of a

School. A large building has been purchased and furnished with all requisites for the success of the Institution.

The Schools for colored people in the City of Baltimore were adopted by the City Council in September, 1867, and are now conducted under the supervision of the City School Commissioners.

The large amount contributed by the colored people towards the support of their Schools, being more than one-third the whole income, is proof of their interest in the education of their children, and is worthy of special commendation. It is the best guarantee that they will use faithfully whatever facilities may be given them for establishing a School System.

Upon this important topic I have nothing to add to the views presented in previous reports. The opinions then advocated have been strengthened by observation during official visits. Whatever prejudice may have existed in the minds of some of our citizens on this subject, is rapidly disappearing, and I think it may be asserted that while there is not at present a willingness to educate colored children at the public expense, there is a readiness to grant them such facilities and encouragements as will not prove a burden upon the resources of the State.

The following remarks are taken from the report of Dr S. A. Harrison, of Talbot County, in which there are ten day schools and as many night schools for colored persons, with an aggregate attendance of 405 pupils. The schools have been held in churches, but soon will occupy commodious and well furnished school houses :

“The pecuniary assistance which these schools have derived from the white people of Talbot is small, but the moral support which they are receiving is better than any act of beneficence unaccompanied by a corresponding feeling of benevolence. A remarkable change has taken place in the public mind on this subject. The self-interest of our people has come in to stimulate the growth of liberal sentiments.

“That these colored people should show any aspirations for a higher knowledge than that which ministers to their material wants, and should contribute willingly of their very little to acquire that knowledge, is a phenomenon so exceptional as to justify the doubts of the sceptical as to its reality. Even those who are most gratified by the eagerness showed in the beginning to acquire knowledge, begin to apprehend that when the excitement of novelty and the propensity to imitation cease, there will be an abatement of zeal. It is also feared that under the pressure of wants which freedom has served to multiply more rapidly than the means of satisfying them, these poor people will be disposed to withhold the small amount they now contribute, and throw the whole burden upon the benevolence of their distant white friends, who can at best have but a general concern for their success.



There is reason then to apprehend that these schools at first so flourishing may languish for want of pupils, or perish for lack of funds.

“The question suggests itself, can and should anything be done by the County or State for the support of these schools. The social problems which arise from the existence of a distinct and inferior race living in the midst of a dominant and superior race, are as various as they are difficult. No sooner is one solved than another presents itself to task the powers of statesmanship and test the resources of philanthropy. Emancipation accomplished, education must follow or society suffer. In slavery the master stood in the relation of parent to his slaves. The State must now assume that relation. They are now children of the State, but children who will rend and tear their own mother if not properly educated. He truly will erect a monument more durable than brass, who will devise means by which these people may be raised out of the slough of ignorance and placed upon the firm ground of intelligence, where alone progress can be assured.”

### SCHOOL HOUSES FOR COLORED PERSONS

Have been erected, or are in course of erection, to be finished by January 1st, 1868, as follows:

Allegany.....	1
Ann Arundel.....	3
Baltimore County.....	4
Baltimore City.....	1
Calvert.....	6
Carroll.....	1
Caroline.....	2
Cecil.....	2
Charles.....	6
Dorchester.....	3
Frederick.....	3
Harford.....	4
Howard.....	2
Kent.....	11
Montgomery.....	4
Prince George.....	9
Queen Anne.....	6
Somerset.....	1
St. Mary.....	11
Talbot.....	3
Worcester.....	1
Total.....	86

## ACADEMIES AND HIGH SCHOOLS.

High Schools have been established in Cecil, Talbot and Worcester Counties. In Caroline, three Schools of a grade between Grammar and High, are in successful operation.

In the other Counties, the old Academies are continued or the State donations appropriated to the support of Primary Schools.

No reports have been received from any of them except the Brookeville Academy, in Montgomery County. This well known Institution is rapidly attaining its former reputation, and under the care of its present able Principal, a graduate of the University of Cambridge, England, promises to become a valuable adjunct to the School System of the State. Having given evidence of vigor it ought to be fostered to such extent as the law may allow.

## REPORT OF BROOKEVILLE ACADEMY FOR 1867.

This Academy has been in successful operation during the past year. The number of pupils in attendance has been thirty-eight, twenty of whom are boarders. Instruction has been given in Greek, Latin, French, Spanish, German, the Mathematics, and the various branches of an English education. The Principal has endeavored to render the instruction thorough, and to use a mild and parental discipline, appealing to the nobler principles of our nature, and exciting good conduct and diligence by the hope of reward. Six State Scholars have been instructed, two of whom have received an Academical course.

The Trustees of Brookeville Academy having purchased a tract of forty acres at the distance of half a mile from the village, intend to erect an Academy of the first class, surrounded by every object that will tend to refine and elevate the mind. In the proposed building there will be separate dormitories for the boarders, each dormitory containing two boys; there will be a commodious school room and recitation room, furnished with globes, charts and philosophical apparatus. In the rear of the building a Gymnasium will be erected; for games, there will be a Base-ball and Croquet ground, and in a beautiful grove at the south of the tract, a Bathing and Skating Pond will be excavated. Around the edifice there will be a picturesque Park of ten acres, laid out in the English style, under the superintendence of the Principal, a graduate of Jesus College, Cambridge. In this Park, surrounded by an Osage Orange hedge, will be planted shady avenues, groups of evergreen trees, and flowering shrubs arranged so as to form an historical landscape. Thus Brookeville Academy, under this new form would be one of the most desirable in the State for beauty of situation, salubrity of climate, and quiet seclusion. Accommodation will be furnished for twenty boarders. To accomplish this object a sum of \$5,000 has already been subscribed.

J. DULIN PARKINSON, A. B.,  
*Principal.*

## STATE ASSOCIATION OF PUBLIC SCHOOL COM- MISSIONERS.

This Association held its fourth regular meeting at the office of the Public School Commissioners in the City of Baltimore, Wednesday and Thursday, Dec. 4th and 5th, 1867. The efficiency of School work under its present administration was fully discussed, and reports made of educational progress satisfactory to the friends of popular education. In view of the termination of the School System by Constitutional provision, and the duty devolving upon the General Assembly to establish throughout the State a thorough and efficient system of Free Public Schools, attention is invited to the following preamble and resolutions which were unanimously adopted by the Association. They embody the views of practical educators, gentlemen of different political sympathies, who for many years have been connected with the old County as well as the present State System of Public Instruction.

The Committee appointed to present these resolutions to the General Assembly consists of F. A. Ellis, Esq., of Cecil County, Dr. James L. Bryan of Dorchester, James M. Shober, Allegany, W. H. Farquhar, Montgomery, James Bunting, St. Mary's. They will await the invitation of the Committee on Education.

WHEREAS, By the action of the late Constitutional Convention, existing School System of Maryland will expire with the close of the next session of the Legislature: and, whereas, the members of this Association, without pretending to dictate to that Legislature, deem it due to the people of Maryland, to the members of the Senate and House of Delegates elect, and to themselves, to submit the results of their experience in the practical administration of the system; therefore,

*Resolved*, That in the judgment of this Association, based upon actual observation in the discharge of official duty, and, as we believe, fully sustained by the statistical reports now in the office of the State Board, the existing System of Free Public Schools in Maryland as administered during the past two years, has greatly elevated the character and condition of the Schools in many, if not all, of the Counties of the State, in the increased number and improved quality of School buildings, the efficiency of teachers, the attendance of pupils, the discipline of the schools, and the manifest advancement made by very many of the pupils in their studies.

*Resolved*, That whatever may be created to take its place, the present system should be, by legislative enactment, continued in force until the end of the current school year, to avoid the confusion and loss that must necessarily follow the sudden arrest of its functions by the



adjournment of the Legislature before official action can be had under any other system that may be provided for.

*Resolved*, That, without assuming to claim that the system is perfect in all its parts, but freely admitting that our own experience has shown that changes in some of its details are desirable, the judgment of the Association is that its leading features ought to be preserved, and that the following general provisions are essential to any efficient uniform system which may be created, to wit:

1. A State Board of Education.

2. A State Superintendent, and County Superintendents, by whatever name called, as essential to an effective supervision of the work; and to the collection and concentration of impartial educational statistics for public information.

3. A uniform State tax, to be applied to the support of the system, and so distributed among the several Counties and the City of Baltimore as to secure, with proper local taxation, to the children of all sections, ample educational privileges.

4. The State Normal School, and Teachers' Institutes to be under the direction of the Professors of the Normal School, as the best mode of elevating the standard of the profession, and the most efficient means of supplying the Schools with competent and thoroughly qualified teachers, citizens of our own State.

5. A uniform system of text books for the several Counties, exclusive of the City of Baltimore, as necessary to the efficient working of a uniform system of teaching, and as promotive of economy, official and parental.

6. A Board of School Commissioners for each County.

7. A County Superintendent, who shall act as a member of the Board *ex officio*, to be appointed by the State Board of Education.

### CONCLUSION.

At the beginning of our School Work in 1865, in my first address to the gentlemen associated with me, to organize and supervise the system of the Free Schools, the following remarks were made.

"We are now behind the times, and in no grade of Public Instruction can compare favorably with many younger States. Most of our Academies are little better than Grammar Schools. Our Colleges are provided with a full corps of Professors, but exhibit small catalogues of students. The fault has been with the old system of Primary instruction. Primary instruction has been inefficient because none of the means of conducting a School successfully have been supplied, and whenever a parent has had the ability, children, even of tender years,

and young men have been sent away from home to secure elementary, academic and collegiate education. Our School Houses, with few exceptions, are inconveniently located, badly built and out of repair. I doubt whether we have two hundred really comfortable and suitable School Houses in the State. The furniture is of the rudest kind. Books have been procured by the children slowly, and of various editions. No maps or black boards have been provided. In these inconveniently located houses, rudely built and badly furnished, Teachers, with very small salaries, have been placed to instruct from twenty to fifty children, some without books, all without the ordinary comforts and conveniences of a well ordered School.

"We need not be surprised at the result. The public money has been spent and very little good accomplished. It is true that this is not the case everywhere. There are honorable exceptions. There are Counties which, by liberal local tax, have been sustaining Schools, building School Houses, providing furniture and books, and dealing liberally with Teachers. They have succeeded, but their success is not yet equal to their expectation or intention."

Thus without any facilities for thorough School Work, and under circumstances most unpropitious, we commenced. Out of this chaos we had to bring order. Never was a great State interest more barren of the elements of success. Never was a great Public enterprise inaugurated with fewer friends to sustain it. Never did State beneficence and benevolence find more opponents. Without the means of successful work, with lukewarm friends and active enemies, what could be expected but total failure—but instead of failure, we claim success. A success, the honor of which is due to those citizens who consented to act as School Commissioners. Who, without regard to personal convenience or emolument and nothing daunted by opposition and misrepresentation, have faithfully and diligently labored to serve the children of the State; to whom the people owe a debt of gratitude, which I cannot but believe they will ere long recognize and repay. They need no herald's trumpet to proclaim their earnest work. The record is before the people, and according to it their School Officers ask to be judged.

Concerning myself, in the same address, I said:

"To the success of the Public Schools, the Superintendent, with all the energy he possesses, will devote his thoughts and time. He feels the importance of his position. He regards it as a noble mission. He commences determined to work on, not discouraged by opposition, not dismayed by obstacles, not disheartened by misrepresentations, but fully convinced, that in process of time success will crown our efforts, and a system of Public Instruction developed for Maryland, equal to the best in any State of the Nation."

To what extent opposition, obstacles and misrepresentations have impeded work it is not important to inquire. They have been met in a greater measure, even than I anticipated, but, strange as they were, both in the sources whence they came, and the mode in which they spent their force; by them I have neither been discouraged, dismayed nor disheartened. A good work has been accomplished. A fire has been kindled which cannot be extinguished, and to-day my faith is perfect, my confidence certain that success will crown the efforts of the friends of Free Schools, and Maryland will have a System of Public Instruction equal, perchance superior, to any that adorns her sister States. Our labor has not been in vain. The pioneer work has been accomplished. The rough ways made smooth. The citizens to whom the care of Schools may be committed will not receive from us an inheritance of debt and disorder. They will find facilities which we have created, and I trust a hearty sympathy and earnest co-operation to which we have been strangers. I am not among those who despond concerning the future. The cause of Public Schools has been brought clearly before the people, and they know its importance. I confidently believe that the General Assembly of 1868 will give to this subject its calmest thought and highest wisdom. It concerns every household. Upon it depend the intelligence, morality and progress of our children.

Whatever may be done, let it be so done that it will endure. Let the new School System go out laden with blessings. Then every philanthropic citizen will say "WELL DONE." Then will Maryland find her chief honor and highest dignity in the wise provision she makes for the young. Her System of Free Schools will be her crowning glory.

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I cannot close this report without thanking your Excellency for the wise counsels and the hearty sympathy with which you have aided and encouraged the work of Public Instruction. Seeking guidance from you upon every question of doubt or difficulty, I have always received practical advice, the wisdom of which was demonstrated by results. In you I have found a judicious friend of Free Schools, watchful in this, as in all other respects, of the best interests of the State.

You have scrutinized my official action. To have your confidence is as gratifying officially, as your courteous attention has been pleasing to me personally.

L. VAN BOKKELEN,

*State Sup. Pub. Inst.*

**TABLE III.**  
*Showing the amount paid for Teachers' Salaries, Incidental Expenses and Rent of School Houses, also the average cost of each School and each Pupil, and the estimated value of all School property in each County, for the School year ending June 30, 1867.*

COUNTIES.	AVERAGE NUMBER OF SCHOOLS, TEACHERS AND PUPILS.			Total number of different pupils.	Total amount paid for Teachers' salaries.	Total amount paid for Incidental expenses.	Total amount paid for Rent of School Houses and Lots.
	Schools.	Teachers.	Pupils.				
Allegany.....	93	98	4,320	6,121	\$21,578.18	\$1,476.04	\$443 00
Ann Arundel.....	45 $\frac{3}{4}$	50 $\frac{1}{2}$	1,577	2,119	20,082.05	1,214.63	100 00
Baltimore.....	102 $\frac{1}{4}$	140	5,183	9,580	54,099.19	4,742.97	271.00
Calvert.....	18 $\frac{1}{2}$	19 $\frac{1}{2}$	569	802	7,511.99	370.00	.....
Caroline.....	34 $\frac{3}{4}$	34 $\frac{3}{4}$	1,331	1,923	11,877.37	634.16	.....
Carroll.....	94	98 $\frac{2}{3}$	4,650	6,145	22,840.58	1,681.89	20.00
Cecil.....	67	70	2,843	4,269	20,923.01	2,481.75	107.50
Charles.....	36	36	800	1,098	11,677.51	231.12	25.00
Dorchester.....	51	51 $\frac{2}{3}$	1,706	2,337	14,827.22	1,000.86	92.83
Frederick.....	97 $\frac{3}{4}$	112 $\frac{1}{2}$	5,299	7,858	35,822.56	2,621.77	.....
Harford.....	66	66	2,434	3,338	15,595.25	.....	.....
Howard.....	28 $\frac{1}{4}$	29 $\frac{1}{4}$	1,305	1,796	13,059.22	711.46	80.52
Kent.....	30 $\frac{3}{4}$	31 $\frac{1}{3}$	1,256	1,500	9,769.15	1,201.37	.....
Montgomery.....	40 $\frac{3}{4}$	43 $\frac{1}{4}$	1,569	2,328	16,589.59	690.25	.....
Prince George.....	41	41	1,272	1,788	14,938.96	808.02	72.00
Queen Anne.....	45	45	1,329	1,942	18,186.49	923.37	.....
Somerset.....	59	59	2,347	2,742	20,919.08	1,520.27	240.27
St. Mary.....	33	33	799	1,194	8,725.91	185.98	39.00
Talbot.....	41 $\frac{1}{4}$	41 $\frac{1}{4}$	1,303	1,966	15,042.16	1,414.84	.....
Washington.....	122	122	5,756	6,788	32,364.73	2,511.17	1,102.38
Worcester.....	58	59 $\frac{1}{2}$	2,240	3,426	19,927.42	1,658.93	272.92
Totals.....	1,205	1,282	49,888	71,060	\$405,257 62	\$28,080.85	\$2,866.42

TABLE III.—Concluded.

COUNTIES.	Total Cost of Schools	Number of Months Schools were open.	Average Cost of each School.	Cost of each Average Pupil during the time Schools were open.	Cost of each Different Pupil during the time Schools were open.	Amount expended dur- ing the year in build- ing, repairing and fur- nishing School Houses not included in inci- dental expenses.	Estimated Value of School Houses, School furniture, House lots and School furniture.	Value of School Books distributed, whether sold or loaned.
Allegany.....	\$23,497.22	5½	\$252.66	\$5.44	\$3.84	\$957.12	†.....	\$2,165.89
Ann Arundel.....	21,396.68	10	467.09	13.57	10.09	7,064.39	\$25,048.50	1,474.54
Baltimore.....	59,113.16	10	575.31	11.40	6.17	6,168.53	43,028.53	7,509.84
Calvert.....	7,881.99	10	426.05	13.85	9.82	1,299.72	7,292.61	498.79
Caroline.....	12,511.53	10	360.04	9.40	6.50	159.34	†.....	587.57
Carroll.....	24,542.47	7½	261.30	5.06	4.00	500.00	27,430.00	2,717.32
Cecil.....	23,512.26	9	350.93	8.27	5.49	3,240.42	25,450.00	3,990.48
Charles.....	11,933.63	10	331.49	14.91	10.87	946.59	11,350.00	425.26
Dorchester.....	15,920.91	7½	312.17	9.33	6.81	.....	11,750.00	993.71
Frederick.....	38,244.33	10	391.25	7.22	4.87	4,740.87	32,500.00	3,332.79
Harford.....	15,595.25	7½	233.45	6.36	4.67	586.43	12,735.00	.....
Howard.....	13,851.20	10	490.30	10.61	7.31	407.55	10,300.00	1,089.97
Kent.....	10,970.52	7½	357.73	8.73	7.31	157.26	7,000.00	481.05
Montgomery.....	17,279.84	10	425.00	11.12	7.54	3,993.76	19,575.00	1,092.07
Prince George.....	15,818.98	10	388.81	11.62	8.92	1,561.27	†.....	879.07
Queen Anne.....	19,109.86	10	424.66	14.39	9.84	.....	8,600.00	1,007.60
Somerset.....	21,779.62	10	382.09	9.29	7.98	195.66	†.....	2,020.35
St. Mary.....	8,950.89	7½	271.24	11.22	7.49	4,669.87	14,200.00	518.14
Talbot.....	16,457.00	10	398.95	12.62	8.32	.....	15,500.00	1,189.33
Washington.....	35,978.28	7½	294.91	6.25	5.23	2,208.68	41,100.00	1,993.15
Worcester.....	21,859.27	10	375.16	9.76	6.38	2,115.58	14,500.00	1,780.98
Totals.....	\$436,204.89	*9	*\$362.00	*\$8.74	*\$6.14	\$40,973.04	\$327,359.64	†\$35,747.90

\* Not totals but averages. † Not reported. ‡ A portion of these Books was purchased in the previous year.



## TABLE IV.

Showing the Population between the ages of 5 and 20 years, the amount of the old Assessment, the amount of State School Tax for 1866, the apportionment of State School Tax for 1866, the amount of the Free School Fund, the State Donations to Schools, and the total amount received from the State.

COUNTIES.						
	White population between the ages of 5 and 20 yrs.	Colored popula- tion between the ages of 5 and 20 years.	Total population between the ages of 5 and 20 yrs.	Amount of the old assessment of pro- perty in each County and Bal- timore City.	Amount of the Levy of State School Tax for 1866.	
Allegany .....	10,387	464	10,851	\$5,541,769	\$8,312 65	
Ann Arundel.....	4,496	4,902	9,398	6,561,338	9,842.01	
Baltimore City.....	60,550	8,988	69,538	134,279,412	201,419 12	
Baltimore County.....	16,472	2,769	19,241	21,244,508	31,866.76	
Calvert.....	1,461	2,645	4,106	1,978,875	2,968.31	
Caroline.....	2,897	1,480	4,377	2,159,262	3,238 88	
Carroll .....	8,157	796	8,953	10,731,134	16,096.70	
Cecil .....	7,176	1,466	8,642	7,918,170	11,877.25	
Charles.....	2,082	4,384	6,466	3,298,027	4,947.04	
Dorchester.....	4,387	3,423	7,810	4,574,740	6,862.11	
Frederick.....	14,170	3,285	17,455	21,391,654	32,087.48	
Harford .....	6,262	2,171	8,433	6,959,344	10,438 02	
Howard .....	3,434	1,727	5,161	3,972,180	5,958.27	
Kent.....	2,633	2,293	4,926	5,403,404	8,105.10	
Montgomery .....	4,033	2,859	6,892	4,992,520	7,488.78	
Prince George.....	3,537	5,501	9,038	7,785,373	11,678.06	
Queen Anne.....	3,096	2,977	6,073	5,478,343	8,217.51	
Somerset .....	5,810	3,894	9,704	5,158,107	7,737.16	
St. Mary .....	2,419	3,279	5,698	2,617,981	3,926.97	
Talbot .....	2,896	2,599	5,495	5,170,015	7,755.02	
Washington .....	10,634	1,197	11,831	14,502,965	21,754.45	
Worcester .....	5,216	2,915	8,131	4,811,717	7,217.57	
Totals.....	182,205	66 014	248,219	\$286,530,838	\$429,795.22	

TABLE IV.—*Concluded.*

COUNTIES.	Amount of State				Amount of Free School Fund ap- portioned to each County and Bal- timore City for 1866.	State Donation to Schools and Academies.	Total amount of School Revenue derived from the State.
	to each County	and Baltimore City.	1866, apportioned to each County	to each County			
Allegany.....	\$18,788.68				\$2,578.89	\$1,200.00	\$22,567.57
Ann Arundel.....	16,272.78				2,802.60	800.00	19,875.38
Baltimore City..	120,406.20				8,424.82	.....	128,831.02
Baltimore County.....	33,316.10				3,650.56	1,200.00	38,166.66
Calvert.....	7,109.60				1,490.62	1,200.00	9,800.22
Caroline.....	7,578.84				1,859.20	1,200.00	10,638.04
Carroll.....	15,502.26				3,334.12	1,200.00	20,036.38
Cecil.....	14,963.76				2,903.04	1,200.00	19,066.80
Charles.....	11,195.98				1,569.32	1,200.00	13,965.30
Dorchester.....	13,523.14				2,469.06	1,300.00	17,292.20
Frederick.....	30,223.62				6,183.24	1,200.00	37,606.86
Harford.....	14,601.88				3,346.81	1,200.00	19,148.69
Howard.....	8,936.36				2,436.27	1,200.00	12,572.63
Kent.....	8,529.44				2,247.67	300.00	11,077.11
Montgomery.....	11,933.60				4,565.07	1,400.00	17,898.67
Prince George.....	15,649.44				2,742.82	1,200.00	19,592.26
Queen Anne.....	10,515.50				2,451.01	1,200.00	14,166.51
Somerset.....	16,802.64				1,872.44	1,200.00	19,875.08
St. Mary.....	9,866.18				2,230.43	1,200.00	13,346.61
Talbot.....	9,514.68				2,877.55	1,200.00	13,592.23
Washington.....	20,485.58				3,517.46	1,200.00	25,203.04
Worcester.....	14,078.96				2,395.35	1,200.00	17,674.31
Totals.....	\$429,795.22				\$67,998.35	\$24,200.00	\$521,993.57

TABLE V.

Comparative Statement showing the number of Months Schools were open, the average number of Schools, Teachers and Pupils, the total number of different Schools, Teachers and Pupils, for the years ending June 30, 1866, and June 30, 1867, the increase in the average number of each, and the increase in the number of different Schools, Teachers and Pupils.

COUNTIES.	Average Number of Schools (open,) Teachers and Pupils for the year ending June 30, 1866.			Total Number of Schools, Teachers and Pupils for the year ending June 30, 1866.			Number of Months Schools were open.			Average Number of Schools (open,) Teachers and Pupils for the year ending June 30, 1867.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.	Schools were open.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
Allegany .....	74	3-5	3,225	105	111	5,000	5 $\frac{1}{4}$	98	4,320	93	98	4,320
Ann Arundel .....	37	41	1,255	42	45	1,926	10	50 $\frac{1}{2}$	1,577	45 $\frac{3}{4}$	50 $\frac{1}{2}$	1,577
Baltimore .....	101 $\frac{1}{2}$	127	4,997	103	164	8,630	10	140	5,183	102 $\frac{3}{4}$	140	5,183
Calvert .....	17 $\frac{1}{2}$	17 $\frac{1}{2}$	466	20	21	690	10	18 $\frac{1}{2}$	569	18 $\frac{1}{2}$	19 $\frac{1}{2}$	569
Caroline .....	32	32	1,170	34	59	1,680	10	34 $\frac{3}{4}$	1,331	34 $\frac{3}{4}$	34 $\frac{3}{4}$	1,331
Carroll .....	68 $\frac{2}{3}$	72 $\frac{2}{3}$	3,320	92	97	5,063	7 $\frac{1}{2}$	94	4,650	94	98 $\frac{2}{3}$	4,650
Cecil .....	65	75	2,740	65	95	4,196	9	67	2,843	67	70	2,843
Charles .....	30 $\frac{1}{3}$	30 $\frac{1}{3}$	604	35	35	874	10	36	809	36	36	809
Dorchester .....	43 $\frac{1}{4}$	43 $\frac{1}{4}$	1,384	55	68	2,057	7 $\frac{1}{2}$	51 $\frac{1}{3}$	1,706	51 $\frac{1}{3}$	51 $\frac{1}{3}$	1,706
Frederick .....	94 $\frac{1}{4}$	105 $\frac{3}{4}$	5,124	108	151	7,898	10	97 $\frac{3}{4}$	5,299	97 $\frac{3}{4}$	112 $\frac{1}{2}$	5,299
Harford .....	70 $\frac{5}{8}$	70 $\frac{5}{8}$	2,492	76	101	3,230	7 $\frac{1}{2}$	66	2,434	66	66	2,434
Howard .....	25 $\frac{3}{4}$	26 $\frac{1}{2}$	1,079	27	40	1,655	10	28 $\frac{1}{4}$	1,305	28 $\frac{1}{4}$	29 $\frac{1}{4}$	1,305
Kent .....	30	30 $\frac{1}{4}$	1,032	32	43	1,475	7 $\frac{1}{2}$	30 $\frac{3}{4}$	1,256	30 $\frac{3}{4}$	31 $\frac{1}{3}$	1,256
Montgomery .....	39	40	1,334	41	45	2,000	10	40 $\frac{3}{4}$	1,569	40 $\frac{3}{4}$	43 $\frac{1}{4}$	1,569
Prince George .....	35 $\frac{3}{8}$	35 $\frac{3}{8}$	1,090	43	37	2,120	10	41	1,272	41	41	1,272
Queen Anne .....	44	44	1,306	45	59	2,120	10	45	1,329	45	45	1,329
Somerset .....	54	54	2,144	64	64	2,631	10	59	2,347	59	59	2,347
St. Mary .....	24 $\frac{3}{4}$	24 $\frac{3}{4}$	533	31	31	1,005	7 $\frac{1}{2}$	33	799	33	33	799
Talbot .....	40 $\frac{1}{2}$	40 $\frac{1}{2}$	1,127	43	56	1,810	10	41 $\frac{1}{4}$	1,303	41 $\frac{1}{4}$	41 $\frac{1}{4}$	1,303
Washington .....	118	118	5,672	122	131	6,689	7 $\frac{1}{2}$	122	5,756	122	122	5,756
Worcester .....	45 $\frac{1}{2}$	46 $\frac{1}{4}$	1,606	66	80	2,934	10	58	2,240	58	59 $\frac{1}{2}$	2,240
Totals .....	1,091	1,150	43,750	1,249	1,533	64,793	*9	1,205	49,888	1,205	1,282	49,888

\* Not totals but averages.



T A B L E V . — *Concluded.*

COUNTIES.	Total Number of Different Schools, Teachers and Pupils for the year ending June 30, 1867.			Increase in the Average No. of Schools, Teachers and Pupils.			Increase in the Number of Different Schools, Teachers and Pupils.		
	Different Schools.	Different Teachers.	Different Pupils.	Increase in Schools.	Increase in Teachers.	Increase in Pupils.	Increase in Schools.	Increase in Teachers.	Increase in Pupils.
Allegany.....	113	123	6,121	18 2-5	23 3-10	1,095	8	12	1,121
Ann Arundel.....	46	62	2,119	8 3/4	9 1/2	292	4	17	193
Baltimore.....	104	183	9,580	1 1/4	13	186	1	19	950
Calvert.....	19	23	802	1	2	103	—1	2	112
Caroline.....	37	53	1,923	2 3/4	23 1/4	161	3	—6	243
Carroll.....	94	99	6,145	25 1/3	26 1/4	1,330	2	2	1,082
Cecil.....	68	88	4,269	2	—5	103	3	—7	73
Charles.....	36	37	1,098	5 2/3	5 2/3	196	1	2	224
Dorchester.....	52	57	2,337	8 1-12	8 5-12	322	—3	—11	280
Frederick.....	108	149	7,858	3 1/2	6 3/4	175	0	—2	—30
Harford.....	69	73	3,338	4 2/3	—4 2/3	—58	—7	—28	108
Howard.....	29	39	1,796	2 1/2	2 3/4	226	2	—1	141
Kent.....	32	44	1,500	2 1/2	1 1-12	204	0	1	25
Montgomery.....	43	54	2,328	1 3/4	3 1/4	235	2	9	328
Prince George.....	43	57	1,788	5 1/3	5 1/3	182	0	20	548
Queen Anne.....	45	45	1,942	1	1	23	0	—14	822
Somerset.....	67	67	2,742	5	5	203	3	3	111
St. Mary.....	34	34	1,194	8 1/4	8 1/4	266	3	3	189
Talbot.....	42	48	1,966	3 1/4	3 1/4	176	—1	—8	156
Washington.....	127	141	6,788	4 3/4	4 1/4	84	5	10	99
Worcester.....	71	82	3,426	12 1/2	13 1/4	634	5	2	492
Totals.....	1,279	1,558	71,060	114	132	6,138	30	25	6,267

N. B. — Each number marked — is a decrease.



# REPORTS FROM THE PRESIDENTS

## OF THE

### Boards of County School Commissioners.

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ONLY such extracts from these interesting Reports are printed here as help to show the progress of School Work, the sentiment of the people, and the number of School Houses built or repaired.

The Reports in full, as transmitted by the Governor to the General Assembly, contain information instructive and specially valuable to the citizens of the different Counties.

Only a small portion of the Statistical Tables are here printed. Those sent to the Governor show the attendance of pupils during each School Term in every Commissioner District. They also give the full financial condition of the Schools, the revenue received from all sources, and the expenditures for all purposes.

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#### ALLEGANY COUNTY.—JAMES M. SHOBER, Esq.

Just prior to the inauguration of our present efficient system, statistics gave the number of children attending school at different times at about three thousand. Tabular statements of the first year's work under our *New System*, place the number of children at five thousand.

Reports of the year ended show the number to be over six thousand. Thus in the period of two years, we see the number of children to have been doubled.

The School System has made itself felt all over the County. The cry comes up from every nook, give us houses; give us Schools for our children. Success is written in all its features.

We do not see it alone in the large increased number of children attending school; but we see it manifest itself in everything connected with the system. New friends come to its support. New children are added to its reports.

Two years ago there were probably not ten native Teachers in the County. We now have at least two-thirds native Teachers employed in our schools. Opposition, open, manly opposition is to be scarcely met with. And let me here remark, that wherever I have found it—I have always found it come from those, who knew least about the system—persons who have even never read its laws—never looked inside of one of our schools, persons who make assertions without any regard to facts or truth.

The Report of the first year gives one hundred and five Schools, taught by one hundred and eleven Teachers. We now report one hundred and thirteen Schools, taught by one hundred and twenty-three Teachers.

The School Board has built and repaired more good School Houses during the short time that our System has been in operation, than was done *under the old Systems for more than twenty years before*. The coming year twenty or more houses can be built with the present system of taxes. In two years more the entire County would have good, substantial houses for its children. Two-thirds of the Teachers employed by the Board this winter are skilful and efficient native Teachers.

The School Board points with pride, *as some of the results of its labor and of the School System*; to the School Houses on Menly's Branch, two on Town Creek, McKenzie's, Manet's Shade Mills, Chaney's, Winding Ridge, Asher Glades, Deer Park, Franklin Mines, Oakland, Grantsville, and the Public School Building in the City of Cumberland,

At the last meeting of the Board authority was given to the Commissioner of the Third District to make arrangements to build at Frostburg and an appropriation made for the same.

*The new Public School Building* in Cumberland. This building is located on North Centre Street, near the corner of Baltimore, and was formerly occupied by Mr. K. H. Butler, as a furniture warehouse. It is built of brick, is three stories high, with a front of 26 feet, and a depth of 120 feet. The entrance hall is ten feet wide, and opens through the side of the building on to a paved alley. It contains four rooms 26 by 40 feet, one 26 by 50 feet, one 26 by 60 feet, and five smaller recitation rooms, all conveniently situated for the purpose for which they are used. The furniture consists of Soper's folding seat desks, admirably adapted to School purposes, and finished in a manner pleasing to the eye,—comfortable tables and chairs for the Teachers, and large black board surface in each room. The ventilation of the building has been especially attended to. All the doors are supplied with transoms, and the windows so arranged that they can be opened and closed at the top or bottom, as may be desired. Besides the main hall, provision has been made for ingress and egress at different parts of the building on each of the four sides, and all the doors open outward in order to provide an easy and speedy exit in case any accident should require it.

The stair way is very broad, and has a wall on either side of it, so as to render it impossible for the children to meet with accidents by falling.

The play-ground is ample, and secluded, being completely hidden from the streets.

There are at present twelve Teachers in the building

I entered upon my work one year ago with a heart devoted to the cause, and feel that I have been faithful to my trust.

I have labored hard, for you know my field is the most laborious one in the entire State.

My efforts have not been equal to the wishes of my heart; but I am satisfied that the work done, will stand forever on the pages of history as a glorious monument to our School System.

#### ANN ARUNDEL COUNTY.—WM. H. THOMPSON, Esq.

My short connection with the Public Schools of our County does not prepare me to make as succinct a report of their condition as I desire to make, and as you may expect. My predecessor, Dr. Anspach, reported last year forty-four Schools in successful operation, numbering in the aggregate one thousand three hundred and forty-four pupils. To show that the System is progressing, I am proud to be able to report that our Schools now number forty-seven, with one thousand five hundred and sixty-five pupils, taught by forty-nine teachers, who are interested in the work, and labor hard for the benefit of the children. Twelve of these houses are new, with all the modern improvements; eight thoroughly repaired, and rendered as good as new; nineteen in good repair and comfortable; three undergoing repair, and five, I regret to say, are in bad condition, but we promise to put them in order as soon as funds sufficient are at our command. During the (Fall) term just expired, I have visited all the Schools in my own immediate district, together with nine or ten in Mr. Jacob's district, and have found them, with few exceptions, doing well. I was invited a few weeks ago to attend the examination of a School in the latter district, taught by Mr. Kidwell. When I arrived at the house I found present, together with the pupils to the number of thirty-six, the visitor, Mr. Arnold, who deserves great credit for his devotion to the interests of the School, Drs. Revell and Hammond, the practicing physicians of the district, several ministers of the Gospel, and many prominent gentlemen with their families, from the neighborhood and several miles around. More interest, by far, manifested, than I had ever before, on a similar occasion observed, although connected with the education of children for nearly thirty years.

I am not prepared to do the people of Ann Arundel such injustice as to say that they are opposed to the Public School System of the State of Maryland. And this interest is not confined to Mr.

Jacob's district. The same spirit is reported to me by the Rev. Mr. Chaney. He says, in speaking of School No. 7, "This is one of our new School buildings pleasantly situated in a pretty grove of large spreading oaks—we note marked improvement in the children in this School—never have we seen more decided improvement in any school. The teacher is a live man, wide awake, up and doing—his school numbers between thirty and forty—attendance good—parents all pleased. Our recent visit to this School really delighted us. A number of the patrons were out to witness the examination, and hear the lecture of the Commissioner and the addresses of the pupils."

The same favorable reports come to us from all parts of the County. An Association of Teachers has been organized by the appointment of the Rev. Mr. Cornelius as President, Mr. Dodson as Secretary, and Mr. Fitzmaurice as Treasurer.

I found several of the Schools without black-boards and outline maps. I have given directions to have all furnished with these indispensable equipments, and expect great results from their introduction. As yet, nothing has been done in the way of a High School, except dividing the donation of eight hundred dollars between two academies, and requiring them to educate a few pupils gratuitously. But in fact we need no High School while St. John's College, with its able corps of Professors is in our midst. As this institution is a part of the general system, it gives me pleasure to state that under its present organization, with its able President, and Vice-President and Faculty, an impetus has been given to this time-honored Institution, which has sent from its Halls so many distinguished Alumni to adorn the learned professions of our State and County. The College is now moving forward with newness of life to take her position among her sister Institutions of our land.

Nor will the daughters of Ann Arundel suffer while they have a school of the highest order, conducted by the energetic Miss Lang, assisted by Miss Tucker, a young lady of splendid attainments, and Miss Redmond, a graduate of the Normal School of our State. It will be my object, should the Legislature not lay violent hands on us, to convert, if our means will allow, this excellent school into a Girls' High School for the County.

In conclusion, suffer me to say that in my opinion, all that is now necessary to make the System what its framers designed it to be, are liberality on the part of the people, better salaries to the Teachers, in order to secure the services of the best men and women for the arduous task, and punctuality on the part of the pupils. Parents must compel the attendance of their children regularly, or they cannot expect much improvement in them. I have made punctuality the chief topic of my remarks in the Schools, and to the people with whom I have conversed on my visits, and I shall not cease to urge it as long as it is my duty to promote the uniform System of Public Instruction in Ann Arundel.



## BALTIMORE COUNTY —R. C. MCGINN, Esq.

The second year's operations of the State School System in this County shows a great improvement on the first, although during that year more was accomplished than had ever before been done in a similar space of time.

In the frequent visits made to the Schools, we had the pleasure of observing a commendable change in the general appearance of the School-Houses, the different modes of imparting instruction, and the various minutiae of School work. The Teachers with very few exceptions, had evidently put into practice the useful suggestions made at the Institute and Associations by the gentlemen who addressed them. The progress of the children was very encouraging, and generally elicited favorable comments from parents, guardians and visitors.

The number who availed themselves of School privileges greatly exceeded that of any previous year. The total number of different Pupils who attended was 9,580, being 950 in excess of 1866, and 1,500 more than attended in 1865. The average attendance was 5,183 Pupils, which was 186 more than that of the previous year, and 968 in excess of the attendance during the last year of the County System. The teaching corps of the County was increased 10 per cent. There were employed 140 Principals and Assistants, being 13 more than in 1866, and 34 in excess of 1865. Although the number of Pupils and Teachers greatly exceeded that of any previous year, yet the annual cost of each different and each average Pupil was less than that of last year, being \$6.17 for the former, and \$11.40 for the latter, compared with \$6.74 and \$11.64 for each in 1866, making a total reduction of \$5,460.60 for the entire number of different Pupils.

While everything connected with the internal operations of the Schools materially advanced, the Board of School Commissioners, to the extent of its ability, did not neglect the external. Six School Houses were built, fifteen repaired, and eight furnished, at an aggregate cost of \$6,168.63.

Whatever amount of good the State has derived from her Free Public School System for the past two years, Baltimore County is justly entitled to the credit of originating it. The trial of it for years in the County proved its adaptation to the development of her youthful mental and moral resources, and the general intelligence resulting from its operations demonstrated the efficiency of the agencies employed to produce it.

If \$22,500 were expended to keep 60 schools with as many Teachers in operation, in the infancy of Public education when the attendance was 1,858 pupils; and \$59,000 to keep 104 Schools with 140 Teachers, in operation, with an average attendance of 5,183 pupils, we firmly believe that an adequate supply of resources would be the means of increasing in a very short time, the annual attendance

more than fifty per cent. The imperative necessity of making more ample provision for the proper accommodation and efficient instruction of the yearly increasing numbers who attend the Public Schools, is plain and urgent. To the serious and considerate attention of those who will legislate upon the subject, it is earnestly commended, with the confident hope that those who are now thirsting for knowledge, will have its sources greatly enlarged, and the facilities for access to them generously increased by their representatives in the Legislature. Judging by what has been provided in the past, we have no fears of the future in this respect.

The most pleasing reminiscences will ever be retained of my associations with Commissioners, Secretary, Teachers and the public, whose generous hospitality has been more than equal to its general reputation.

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#### CALVERT COUNTY.—JOHN R. QUINAN, M. D.

The progress of the system can be best learned by a comparison of the past and present attendance of the Schools; which I proceed to give:

The whole number of different scholars was in 1866,	690.
“ “ “ “ 1867,	802.

An increase of second over first year of 16 per cent., and over that of any former system of 51 per cent.

The whole number of full scholars was in 1866,	466.
“ “ “ “ 1867,	569.

An increase of second over first year of present system of 22 per cent., and over that of any former one of 60 per cent.

Estimating our total white population between five and twenty years at 1,461, there were in attendance in 1866, 47 per cent., and in 1867, 54 per cent.

When we reflect that there are no private Schools in Calvert, other than a few of domestic character, maintained by Governesses, and that even these few have diminished since the introduction of the present system, it requires no prescience to anticipate the day when the educational wants of the entire white population will be met by our Public Schools.

The disorganization of labor that followed Emancipation, has created a demand for the services of the child at home, that does not prevail elsewhere, and serves to explain, if not excuse, much of the absenteeism that our Schools exhibit; nevertheless, it is gratifying to find that, notwithstanding this impediment, a very creditable degree of regularity is secured, since it appears, that of

the whole number of pupils enrolled in 1866, there were in regular attendance 67 per cent., and in 1867, 79 per cent., an increase of 23 per cent. over that of any former System.

**COST OF OUR SCHOOLS**—The gross expenses for 1867, were \$13,642.23; a decrease as compared with those of 1866, of \$3,117.80.

Ere this Report reaches you, we will have completed and furnished two new School Houses, making four erected since the organization of the Board. Besides this all the old houses have been thoroughly repaired, so that our successors will be relieved for some time to come, of any very large expenditures for this purpose.

In regard to the popularity of the present School System with us, my opinion might be comprised in the single remark, that no System encountered more opposition at its inception—and none attained to popular favor more rapidly afterwards. The partisan feelings that surrounded its origin, may account for the former, the intrinsic superiority and merits of the System itself, for the latter. It was made a prominent issue in the late canvass, and its friends, without, I believe, an exception, were elected. The suspicion of even indifference to its maintenance was fatal to the success of the candidate on whom the suspicion rested. Our people were almost unanimous in its support, and I do not envy the future political fate of the representative who by voice or vote attempts its destruction.

Among the chief objections that are heard against it are, *First*, That the people have not sufficient control in the selection of the Teacher, and to remedy it they propose a return to the old, and in my experience, inefficient Trustee feature. This remedy would, I fear, prove worse than the disease.

Whatever changes may be attempted in the present System, I sincerely hope that the present mode of distributing the State School Tax will be held inviolate, as, without the aid thus obtained, it will be impossible for Counties so impoverished as ours has been by Emancipation, to maintain any efficient Public School System; and it seems no more than just that those Counties of Maryland, which have been enriched by the Works of Internal Improvement, to the establishment of which, all contributed, should now make some return for the benefits received. If the property of all was taxed to build up Roads, in which but a few reaped any direct benefit, it cannot surely be wrong for the property of all to be taxed for the support of that, in which all have a common and direct interest.

## CAROLINE COUNTY.—M. A. BOOTH, M. D.

We have conducted our Schools in Caroline County on the most economical plan our Board could devise.

Our receipts for the School year, ending June 30th, 1867, were \$12,977.65. Our expenditures were \$13,670.36, leaving an indebtedness of \$692.71.

This indebtedness was caused by keeping our Schools open during the entire four terms. We knew that more children would attend School during the Summer than the Fall term, when farmers have work for their boys to do, and sickness would prevent many from attending. We therefore abridged the Fall term to allow the funds to accumulate sufficiently to pay off our School debt. The Fall term was regularly commenced on the 7th of October instead of the 1st of September.

The average cost of each School was \$360.04½; this embraces incidental expenses and Teachers' salaries.

The County Commissioners levied \$1,100 to pay the expense of the School Board, which is the only County levy made for School purposes. There have been District levies for building School Houses "as provided for by an act of Assembly at January Session, 1867."

For School House at Preston, 3d Commissioner Dist.,	\$1,500
" " " Hickory Hall, 4th " "	400
" " " Chestnut Wood, " " "	300
" " " Andersontown, 3d " "	800
" " " Three Oaks, 2d " "	750
" " " Beetree, 1st " "	800
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	\$4,550

Four new districts have been laid off and School Houses are to be built and furnished by the people of the Districts.

During the year 1865, two School Houses were repaired and furnished with good seats and desks. During the year 1866 two convenient School Houses were built and furnished. During the present year, 1867, several houses have been repaired and furnished and three new School Houses are now under contract for building. Several more would have been built under the provisions of District Taxation, had not the School System been subjected to change by order of the Constitutional Convention.

The attendance at our Schools has increased regularly each year; the present year the increase has been in excess of either of the preceding years.

Our Grammar Schools at Greensboro', Denton and Preston, have been well conducted under the management of Messrs. Plumer, Conner and Christian.

We believe these Schools are giving general satisfaction to patrons; they are fulfilling a very important part in the education of the more advanced pupils. Our Schools are all, "with few exceptions," giving satisfaction.

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#### CARROLL COUNTY.—J. H. CHRIST, Esq.

I am happy to say that the operations of the present School system, in some parts of our county, at least, have been quite satisfactory. The increased number of children attending our Schools, which is largely in excess of the number that has ever before attended the Public Schools of the County, affords to my mind the most convincing proof that our present system instead of being an entire failure, as some assert, is a grand success. The whole number of different scholars attending the Public Schools during the first year was only 5,063, while for the year just closed it is 6,145, an increase of over 1,000. A deep interest has been awakened upon the subject of education which has directed public attention to the deplorable condition of many of our School Houses. I am exceedingly gratified to be able to say that the people in three of our School Districts have, with a little assistance from the County Board, gone to work in earnest to secure for their children more comfortable houses. We have in process of construction and hope to have them finished in time to teach school in this winter, three elegant, new brick School Houses, each 25 by 40 feet, built in a neat and substantial manner. In addition to this the Board have contracted for 200 Soper's Patent School Desks, with which these new houses when finished, will be supplied. We have already furnished three of our houses with the new desks, and the children and their teachers are highly delighted with them. In reviewing our labors as School Commissioners for the short time we have been in office, although we have not accomplished all we had desired, yet we have much to encourage us. Remembering that the system was entirely new, and perhaps a little too much in advance of popular sentiment, it is gratifying to know that in many places the people appreciate it and are willing to sustain it.

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#### CECIL COUNTY.—F. A. ELLIS, Esq.

During the past year, we have had sixty-eight Schools open for the Fall, Winter and Spring Terms, with an average attendance of 3,141 pupils; the total number attending during the entire three terms being 4,279.

The popularity or unpopularity of the Public Schools in this County may be fairly determined by a comparison of these figures,



with the corresponding items in my report submitted in October, 1866, and for the convenience of such comparison I annex the following table:

	1865-6	1866-7
Number of Schools open.....	65	68
Number pupils attending.....	4,196	4,279
Average attendance.....	2,740	3,141

The ingathering of 83 additional pupils within the year, is some proof of the continued usefulness of the Schools; but a striking evidence of their improvement in discipline and efficiency is found in the singular fact that the average attendance has been increased to 3,141 or 401 more than during the former year.

Within the year we have caused to be erected and have now occupied, three new School Houses, to wit: a large and commodious brick building, 24 by 46 feet, at Rising Sun, in the 53rd School District; a frame building, 24 by 36, on the Susquehanna river, near Perryville, in the 59th School District, and another frame building, 22 by 34, in the 56th School District; the two last districts having been heretofore wholly without School Houses.

All these houses have been constructed upon plans furnished by the State Board, with vestibules for hats, cloaks, shawls, baskets, &c., 8 by 15 feet; and each one has been completely furnished with new seats and desks of modern style; the first named house with Soper's patent desks.

These improvements are all of a permanent character; substantially built of the best materials, affording school accommodation to many who have never before enjoyed it; and are strongly in contrast with the wretched hovels into which too many of the children of the County are yet necessarily crowded.

Other buildings have been projected and would have been at this time in course of construction, perhaps finished and occupied, through the liberality and enterprise of some of our citizens who have come to appreciate the advantages afforded them by a well organized System of Public Instruction; and who were ready and willing to advance the means required. But the action of the late Constitutional Convention, in decreeing the destruction of the present School System, has caused them to hesitate and defer action until it shall be known what course the next Legislature will take on this subject.

Whatever may be the views of politicians, or the purposes of those upon whom the responsibility of preserving or destroying the Public Schools of Maryland, has by the political revolution in the State been thrown, the masses of the people who believe and know, that the future prosperity of the State depends in no small degree upon the proper education of all the children of the State, will await with watchful anxiety the action of their public servants in this regard, and will not be slow to condemn any and all, who, at this critical period in the history of the State, either by adverse

action or non-action, shall cause this great public interest to fail entirely, or even to suffer for the want of proper and decided support.

Of the right or the wrong, the policy or the impolicy of the political theories, combinations or considerations that have contributed to bring about the present condition of public affairs in Maryland, I have in this place no opinion to express. But this I may say, that in my deliberate judgment, as a single, separate and distinct issue, the Public School System of the State would never have been destroyed by the people themselves, uninfluenced by other and more exciting considerations. Changes, modifications, and indeed important amendments may have been, and would have been called for, as experience had already shown, they were required; and as the friends and administrators of the System had urgently but vainly desired and prayed for legislative action to accomplish. But that the whole System should be ruthlessly swept from the Statute Book "*for the desperate chance of something better promised,*" is more than a reflecting and intelligent people uninfluenced by other considerations controlling in their political effects, would have ventured upon.

The friends of Public Education, as inaugurated under the existing System, caring more for the thing itself than for their own connection with the instrumentalities through which the end is to be attained, will doubtless rejoice at any success that may attend the labors of those upon whom the responsibility of supplying the void created by conventional action has been cast. They will, in the meantime take courage and await results.

During my recent round of visitation, I have been not a little gratified, I may well say surprised, to find so manifest a change for the better, in the discipline of the Schools, the appearance and deportment of the children, their evident attachment to their teachers, their devotion to their studies, and their consequent advancement in learning, in some districts where on former visits every thing about the Schools seemed discouraging.

To those who shall be called upon under a new administration to take these interesting subjects under their charge, we shall transmit them with prayerful solicitude, and with sincere desire that they may be able to report in another year even more decided success.

#### CHARLES COUNTY.—DR. W. R. WILMER.

We have built one new School House during the year, repaired three, and furnished two, and this without taxing our County one additional dollar.

During the year 35 Schools were taught ten months, one four months only, being a new School. We have more Public Schools in operation and more children attending than ever before. Our

taxation for School purposes is less than it has been, while our School increase is larger. There has been a constant increase of pupils. The number being 224 more than in 1866, and 500 more than in 1865.

The second scholastic year has closed since the present School Law was enacted; its record is made, but its influence for good will continue in this County as long as the children of the County live.

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#### DORCHESTER COUNTY.—JAS. L. BRYAN, M. D.

Since entering upon the duties of my office in February last, I have been enabled to visit all of the Schools of the County but four, at least once, three-fourths of them twice, and several of them three or four times.

The visitation of the Schools was always accompanied with an examination, more or less extensive, of the scholars, in many cases lasting several hours.

These examinations satisfied me of the great superiority of the present system over any that we had had before.

Connected as I had been with the Public Schools for a great many years, I had a fair opportunity on the occasion of my visits, to compare this System with the others that had preceded it, and my own favorable opinions were, in every instance, strengthened by the general satisfaction of the teachers with this System; by the steady progress of the pupils, by the great convenience and immense advantage to the Schools from the adoption of a uniform system of text books, and even more, by the universal interest taken in the subject of Public School education by the people of the county.

My own impression is strong, after most careful attention to the opinions of our citizens, particularly in the country districts, that the people are generally satisfied with the present system, in many instances most favorable to it, and in cases where greater attention has been paid to its working, enthusiastic in their commendations.

Prominent amongst our difficulties is the trouble of satisfying the community with regard to the erection of new School Houses in the newly-formed School Districts, and in the older ones where the houses were unfit for use. As we were not able to appropriate any part of the school-fund proper to this object, we could use only the additional levy laid upon the County for School purposes. This levy amounted, on January 1st, 1867, when it expired by law, to twelve thousand dollars, and the Board, before my connection with it, had appropriated the entire sum to the building of School Houses. All of these, numbering ten, were soon under contract. Four have been built and turned over to the Board, and several of the others are in course of erection. Before the end of the present year, I hope the whole number will be under our control.

Another difficulty under which we have labored, is the uncertain hold we have upon Teachers. While more than half of our number have adopted teaching as a business, many of the remaining ones use their places as a convenience, to be abandoned without hesitation on the presentation of better prospects in other callings.

It is to be hoped that the Normal School will soon supply the State with a sufficient number of competent Teachers, who having made teaching their business for life, may be depended on.

The May meetings of voters of School Districts at their School Houses, were very generally attended this year, after notice and urgent appeal by the President of the Board, and the reports of their proceedings were forwarded to this office for examination. I am satisfied of the wisdom of this feature in the present School law, and have no doubt, that with the increasing interest in the cause of education, rich fruits of contributions, of neighborhood supervision of the Schools, and of greater care in respect to the attendance of the children will result.

As the Constitution of 1867 requires a reorganization of the School System, and the present law expires at the end of the next session of the Legislature, unless adopted by that body, it is to be hoped that no change will be made in the law, to take effect *before* the end of the present scholastic year, the 30th June, 1868. Any violent change during this period would be injurious, however much better the new law might be than the present one.

### FREDERICK COUNTY.—L. H. STEINER, M. D.

We have had 7,858 different pupils in the Schools during the year. Schools have been kept open for four terms on an average of  $97\frac{3}{4}$  School Districts. The aggregate paid for salaries was \$35,622.56, and that for expenses incident to the regular conduct of the Schools, such as the purchase of fuel, glass, &c., \$2,621.77, making a total of \$38,244.33. Dividing this total among 7,858 pupils, the average cost of education will be found to have been \$4.86 $\frac{1}{2}$ . The Board has expended \$4,740.87 in repairs, made by their order during the last year, and in the liquidation of \$1,627.33 indebtedness incurred by the Trustees of Primary Schools under the old system. The miscellaneous expenses have amounted to \$1,322.06, as per statement of receipts and disbursements appended to my report. Adding the expenditures for salaries, incidental expenses, repairs and miscellaneous purposes, together, the total disbursements of the Board during the fiscal year amounted to \$42,307.26, which are represented by 1,069 vouchers on file in this office.

The system has been in operation in this County since July, 1865. At first, as was natural to be expected, the opposition made to it was very great. It involved the introduction of order and



system into the educational operations of the County, and the supervision of the entire field of labor by men selected for that special purpose by the State Board of Education. The friction, however, manifested on the first introduction of the system, had gradually diminished during the first year, and, at the beginning of the second school year our Schools were moving along with considerable success and to the satisfaction of most of those interested in them. The defects of the system were being detected by the Commissioners and other officers, and remedies for the same were suggested. It was not to be expected that a School System, different from that of other States, prepared in the limited time allowed to the State Superintendent, should be faultless. Indeed perfection could only be attained by a careful examination of its suitability or unsuitableness to Maryland Schools. Whilst engaged in this kind of honest, earnest effort to advance the cause of education in our County and to perfect the machinery needed for the purpose, we had the right to expect the sympathy and cordial aid of every citizen. Every one, who cared to inform himself on the subject, knew that the compensation allowed by the State Board of Education was less than that given for similar labor in any other State, and that the Commissioners must have been influenced by some other motive than that of salary. But notwithstanding this, for some reason altogether incomprehensible to the writer, a series of attacks was made during the second year against the system and all connected with it.

Hence dissatisfaction has arisen with some concerning the system, and the good order and discipline of our Schools have been measurably interfered with. It has been more difficult to perform our duties since the initiation of this species of warfare than at any previous period since our appointment.

Direct attacks upon the Board of Commissioners, embodying specific charges, could have been met and suitably resisted; but invidious attacks involving detracting innuendoes, silly sneers and clownish attempts at ridicule, were not entitled to the dignity of a reply.

We preferred to rest our claims to respect upon what we had accomplished, and upon the manner in which it had been accomplished.

There exists a great want of properly constructed and fitly furnished School Houses in our County. We report 21 good, 54 ordinary, and 28 bad. Although a comfortable School House is a most important adjuvant to the Teacher, still we have considered it to be of the first importance that a Teacher, should be engaged for every District, in which a room of any kind could be secured for school purposes. It is better to have instruction carried on *sub Jove*, than to defer it until a suitable edifice be erected for the purpose. As the benefits of education make themselves appreciated in a neighborhood, there will be developed such liberal ideas with regard to the arrangements necessary for securing these benefits,



that will secure in time commodious buildings well supplied with all necessary appliances for illustration. The Teacher must first *make his mark* before the propriety of liberal expenditure for educational purposes can be fully recognized.

The local tax, amounting to five thousand dollars, has been appropriated to keeping the School Houses in such repair as was absolutely necessary. Eighty-six houses were repaired during the last year from this tax.

Two of our School Districts are about being supplied with good School Houses through private liberality stimulated by the general interest awakened in education. 1. Robert Shafer of Middletown Valley left a bequest of five hundred dollars, to be expended in the repairs of Mount Nebo (Rockville) School. This sum has lately come into the hands of our Board; and the spirit which actuated the deceased has so stimulated his relatives and neighbors, that they have raised an additional amount, supposed to be sufficient to erect a brick School House, with accommodations for eighty pupils, in accordance with the plans adopted by the State Board. 2. At Lewistown some of the citizens, feeling the need of a house better suited to the wants of the School than that owned by the County, have purchased a beautiful lot and erected a brick School House upon the same. The title will be vested in a corporation, which will be ready to transfer the same whenever a certain fractional portion of the cost shall be refunded them by the County.

Four of the School Houses have been furnished with suitable desks during the year, and the old furniture has been repaired in many others so as to make it answer for present purposes. The spirit, that has borne such liberal fruit in Mount Nebo and Lewistown School Districts, will, when perturbing causes are removed, show itself in other Districts, in the erection and furnishing of commodious and comfortable houses.

One or more black boards have been placed in each School House, and every School has been furnished with a set of Sargent's Reading Charts.

**SUPERVISION OF TEACHERS.**—Efforts have been made to secure the best talent that could be obtained for our Schools. The smallness of the compensation has kept many applicants away from us, who might have been most useful Teachers, still we have a large number of Teachers who are very competent, as well as zealous and spirited in the performance of their duties. By visits to their Schools, printed circulars, and semi-annual conferences at the meetings of the County Teachers' Association, I have endeavored to give such instruction as to proper methods of instruction and discipline as would make their labors most profitable to the children under their care, and ensure such uniformity in the Schools of the County that a transfer from one School to another would at no time interpose an impediment to a child's progress on account of dissimilar plans of instruction employed by different Teachers. Advice has generally been received with kindness, and acted upon

promptly. A great desire for improvement has been manifested among the members of the Teachers' Association. Its members are no longer content with a mechanical performance of their duties, and I am satisfied that they exhibit one hundred per cent. more zeal and spirit now than when the system went into operation in 1865. Then there was no incentive to exertion. The Schools were never visited by patrons, rarely by Trustees, and, as a necessary result, instruction became a dull, mechanical, routine. Now all this has been much improved in most of our Districts. The Teacher feels that the eyes of the public are upon him, and endeavors so to comport himself as to secure commendation.

The new system, during the short time it has been in operation, has gained many friends, and among them are to be found those who recognize its defects, and would speedily remove them were it in their power. It has also acquired enemies, mostly through the misrepresentations of a class of persons, who are not disposed to suggest remedies, because they are themselves mere destructives of everything intended to advance the cause of popular education, or to enlighten the people. The former are anxious that whatever is good in the system may be retained, *not* because it may be a part of the system, but because of its importance to education: the latter oppose the good as well as the defective, because *they* cannot bear to see the blessings of education made free as air to all, and because they are not able to appreciate the philanthropic spirit that would prompt men, at small recompense, to labor for the good of their fellow-men. The good, however, that has been done by the School System cannot be obliterated, when the system expires by constitutional limitation. It is pleasant to believe that the people will not rest content unless they have in its stead a School System of at least equal value, and if the existing system had done no more than to excite the ambition of the people as regards the education of their children, no good citizen could look upon it as anything but a public blessing.

The thought that we have been allowed to labor in the cause of public education in our native County has given us no little pleasure, and, while regretting that we have not been able to accomplish all that we wished, we entertain the hope that such seed has been sown, that may spring up in the form of a complete net-work of Public Schools bringing the blessings of education, intellectual, moral and religious, to the door of every child in the County.

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#### HARFORD COUNTY.—REV. T. S. G. SMITH.

My knowledge of the Public Schools of Harford County enables me to say without fear of contradiction, that they are steadily improving.

The yearly examinations indicate increasing degrees of Scholarship. All, I believe, without exception are "looking up."

Elevation in the grade of our Teachers is greatly hindered by lack of means to pay a competent salary to those best qualified to teach. Were it not for local interests many of our best Teachers could not be retained in our Schools, while very strong inducements are held out to them to go to other places and to other occupations.

SCHOOL HOUSES.—The condition of these is not what it ought to be. We have School Houses of four grades, *good, comfortable, bad and disgraceful*. We have a few in which the most accomplished scholar might instruct without feeling himself degraded, and others, many others, that disgrace their very name. The better classes of houses are generally found in those communities dependent on the Public Schools for their English education. During the past year we have purchased one house, finished another, and have the amount subscribed to build a third. We have expended very little for repairs upon the old houses. The County has not been laid off into School Districts, for reasons I need not now give; hence the reluctance to build or repair houses on sites not in all respects satisfactory to every interested community.

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#### HOWARD COUNTY.—S. K. DASHIELL, Esq.

In my quarterly examinations of the pupils of the Schools, I have not satisfied myself with finding out how perfectly they could recite their lessons, but I have lectured the pupils during each of my visits on the great importance of a good education, fitting them not only to fill the different positions in this life, but adding to their happiness beyond the grave.

By strict examinations of the Teachers, I have endeavored to procure the best that could be had, and I believe *all* will compare very favorably with any Teachers in the State, and I have been very careful to employ none whose character I believed was not excellent, and whose example was not worthy of imitation, and if I have been deceived, an immediate *discharge* was the consequence. Very few discharges have been made during the past year.

Since my last report, my duties have been increased by the addition of other Schools until now they number thirty in full operation, and there have been other applications to establish Schools, which we have found impracticable to establish for the want of funds, as we have no *local* tax in this county.

I have visited every School in the county (with one or two exceptions, occasioned by bad weather) once during every term, and I have found them doing well, and the interest manifested by the patrons of the Schools in many instances has been exceedingly gratifying.

In evidence of the appreciation of the Schools, I will state one fact: In one portion of the County where twelve months past the parents of the pupils of a certain School, would not willingly allow a Grammar or a Geography to be used in the School—they now have become so interested in the School that they gladly purchase *every book ordered*—and now that School stands highest in point of interest in the cause of education, and they show their interest by the large attendance at the quarterly examinations. And another evidence—they pay the Teacher's board, a *present* to him of nearly two hundred dollars.

Last year, with an average number of  $25\frac{3}{4}$  Schools, our expenses were for Teachers' salaries \$12,492.99. This year with  $28\frac{1}{4}$  average Schools, we expended \$13,059.22 for Teachers' salaries. Last year we had, during the year, 1655 different pupils in the Schools, this year we had 1796. Last year our total cost of Schools was \$13,274.02; this year \$13,851.20. The average cost of each School last year was \$516.50; this year \$492.35. The cost of each average pupil last year was \$12.30; this year \$10.65. The cost of each different pupil last year was \$8.02; this year \$6.91.

Since my last report, a new School has been established at Sykesville, and the patrons pay the expense of the rent of the School Room—and also at Marriottsville, Mr. Marsh, with a zeal very commendable, has, as his own expense, furnished a room for the use of a School, and we have employed a lady from the Normal School, Miss Clara Dushane, who is doing good work in the good cause.

At Ellicott City we have opened another School, having now three Schools where only existed one School when this System went into operation.

The happiest years of my life have been the years spent in the Schools of the County, and none happier than the past two years of my travels as President of the School Board.

Born and reared in Maryland, my interest is identified with her interest, and if a backward stride be taken in the cause of education, none will regret it more than myself.

#### KENT COUNTY.—HOWARD MEEKS, Esq.

Since my last Report there has been no essential change in the condition of the Public Free Schools of this County. The School Houses wear the same forlorn and cheerless aspect, and the same rude and uncomfortable furniture continues to punish the pupils in attendance. There is, however, I think, a better state of public opinion beginning to manifest itself. Several School District meetings were held, and various sums voted to be levied to build and repair School Houses. Only two of these applications were successful, the County Commissioners assigning as a reason for their



refusal to levy the amount voted and asked for, that they had no knowledge of the limits of such districts, when in fact the boundaries of each School District in the County are on file in their office.

The sum of three thousand dollars was levied to erect a new house at Locust Grove, and a like amount for a new house at Chestertown; this money is now being collected, and at these two points there is a good prospect for comfortable and respectable houses.

The unanimity with which these levies were voted by the people for the improvement of the School property of the County affords gratifying evidence of the gradual change in public opinion, and the growing desire to provide for the education of their children. Could the parents and guardians of our youth but be induced to visit the Schools, examine the work done in them, and learn more of their mode of operation, their prejudices would, I am sure, yield, and the present system receive their hearty endorsement and their zealous co-operation. In corroboration of the opinion here expressed, I might, if space would allow, give several facts. One or two must suffice. On the day of election for members of the Constitutional Convention, I invited a gentleman engaged somewhat in public affairs to accompany me to a School in the vicinity of the polls. He accepted the invitation, and arriving at the miserable old cabin, we found nearly sixty children of various ages, and both sexes, assembled under the care of a most amiable and intelligent lady. We remained above three hours, examining the pupils in their various studies. My friend was surprised and delighted, and candidly admitted that hitherto he had entertained no just conception of what this young lady was doing for the benefit of his neighborhood. He is now a firm friend of the School System.

In a recent conversation with one of our most prominent citizens, he remarked that he had no proper idea of the excellence of our School System until he had read your last Annual Report to the Legislature, and that his views had been greatly changed.

Some time in the past summer I was on a visit to one of our Schools, remote from my residence, and called to pass a night with an old friend. As a matter of course we discussed the School System; he being opposed to it on the ground of its lack of the popular element in the management of the Schools. In the morning I prevailed on him to visit the School with me. We spent half the day in examining the children; on his return he expressed to his family his great gratification at his visit, but was puzzled to account for results he had that day seen, which, in the many previous years wherein he had served as a Trustee, had not been developed.

The School Board of the County have been under the disagreeable necessity of instituting suit to recover a sum of money due from a former Collector under the previous System, upon an order from the old Board of Trustees, and also compelled to take legal steps to compel the payment of a levy made and collected, but



never applied, to the erection of a new School House in a new district. These funds it is hoped will be secured and applied as originally designed.

In conclusion, whatever may be the fate of the School System now in operation in Maryland, it has accomplished a work not easily undone; it has led the people to expect much of any System that may be substituted for it, and they will not, as far as this County is concerned, be satisfied with anything inferior to it. In my humble opinion, if the former System were reinstated at once, it would be almost an impossibility to find a half score of men in the County willing to assume the position of Trustees, because of the real difficulty of meeting the demand for Schools and Teachers of a higher grade than such as have heretofore given satisfaction. The public mind will not speedily relapse into the indifference and quiescence which characterized the older Systems.

### MONTGOMERY COUNTY.—W. H. FARQUHAR

It seems proper that, in making out my final report of the condition of the Public Schools in this County, I should also present a comparative view, by which a fair estimate may be made of the actual working of the system under which we have been acting.

I am satisfied that the people of our County will insist upon the continuance of a Public School System. It is their wish, as it is their interest, to have the *best*. In order to secure this object, the future arrangement, if wisely designed, must be based on fact, brought to light in the past. Whatever has been proved valuable by the best of experience, should be retained, and made the foundation on which other structures are to be erected.

Believing that these principles will be readily admitted by all who are entitled to judge and act upon the vital question of Public Instruction, I proceed to show what has been done hitherto in this County, by presenting statements drawn from the four several reports of the President of our School Board, being the only documents of the kind that have been published. The first two reports were made under the old local law, and are for the years ending June 30, 1861, and June 30, 1862. The other two are for the years ending June 30, 1866, and June 30, 1867.

The results are best presented in a tabular form.

	1861.	1862.	1866.	1867.
Total number of Teachers.....	42	42	42	43
“ men “ .....	29	32	23	22
“ women “ .....	13	10	19	21
Amount paid Teachers.....	\$10,003	*\$8,273	*\$10,403	\$16,589
“ of incidental expenses.....	361	420	448	690
Average salary of Teachers per annum....	288	280	347	400
Number of new School Houses built.....	15	4	5	1
Cost of School Houses, building, repair- ing and furnishing.....	\$3,861	\$1,960	\$3,528	\$3,993
Total number of Scholars.....	1,074	1,140	1,334	1,569

\* It should be noted that in the years 1862 and 1866 the Schools were kept open only three terms; in 1861 and 1867, four terms.

**SCHOOL HOUSES.**—The building, repairing and furnishing of School Houses, will be found, in every administration of Public Schools, the first object demanding attention. When the law for Primary Schools in Montgomery County first went into operation, in the summer of 1860, it was found that the County was in a very destitute condition, as regarded School Buildings. To supply this deficiency, nineteen houses were erected in the course of the first two years: the cost of each, as fixed by law, was not to exceed \$300. Of course the buildings were small and imperfectly adapted to the purpose, though still a great educational improvement.

Nothing further was done in this way, until the present system went into effect. By this time, the cost of building had greatly increased. The Board resolved on having larger and better structures: and being compelled, in some cases, to pay an unreasonable price for the land, they expended in building six new houses, in enlarging and repairing the old ones, and in procuring decent school furniture, the amount shown in the above table. It should be remembered also, that, in these expenses, is included an amount sufficient to build a new house, which was expended on the Town Hall in Poolesville, since consumed by fire. The building expenses set down for the year ending June 30, 1867, include the cost of finishing and furnishing several of the houses erected in the preceding year.

**TEACHERS.**—Under the law of 1860, the salary allowed to Teachers, was limited to \$300. The salary actually paid for the first two years, averaged \$284. For the two past years, the average salary of Principals and Assistants was about \$375. The improvement in the qualifications of the Teachers, has been fully proportionate to the increase of compensation. Hence the *quality* of the instruction rendered, has greatly improved, though it is a vital matter scarcely capable of being set down in statistical tables, and only to be measured by those whose opportunities fit them to appreciate it. Probably the only tangible estimate by which to measure the quality of the schools, is to be found in the attendance of the pupils. Under the former system, the highest average num-

ber was 1,140; last year it was 1,569, being an increase of near 40 per cent.; while the total number of DIFFERENT pupils taught, amounted to 2,328.

I confidently assert that the Teachers now engaged in our Public Schools, are of a grade very superior to those employed at any former period since I have been acquainted with the profession in our County.

Several of the old Teachers who were totally disqualified by ignorance and immoral habits, have been got rid of: while we have thinned out the number of those who, in other respects, were found to have mistaken their calling.

Some of our Teachers have had the benefit of instruction in the State Normal School; and their qualification to teach has been visibly improved by their opportunities in that vitally important and admirably conducted Institution. They appreciated highly the advantages of the Institute held last spring; and have formed an Association from which great benefit must result, if circumstances favor its continuance.

It is a note-worthy fact that, of the Teachers employed during the years 1861 and 1862, only about one-fourth were women. In 1866 and 1867, the proportion of the sexes was very nearly equal. And, although the public mind is slow in being reconciled to it, I esteem this increase in the proportion of women Teachers a decided advantage.

**SUPERVISION OF SCHOOLS.**—On this important feature of the School System of Maryland, as organized by you, I feel that we may now express our sentiments freely, without being exposed to the imputation of interested motives. The actual benefit thus derived to the schools, cannot be set down in figures. Like everything else, which relates chiefly to influences operating on the human mind, it is in a measure impalpable and imponderable; and time alone can render the results visible to the mass of the community, who take no pains to inform themselves as to its real operation. When the day comes that any machinery of man's contrivance, can be kept going to advantage, without the oversight of one acquainted with its design and operation, then it is possible a school system may be so devised as to dispense with supervision.

In the present imperfect condition of things, it will always be found that supervision is essential, in proportion to the novelty of the machinery set to work, to its complicated structure and expensive character, to the variety of the subjects involved and to the importance of the results to be accomplished. In all these respects, the business of Public Education stands second to none other; and the necessity of proper superintendence is proportionably urgent.

It should be remembered too, that the agents who are appointed to that duty under the present law, are not merely *supervisors* of the work of other persons; they are part of the working machinery, aiding materially, if they do their duty, in the office of Public Instruction.

I conclude my remarks under this head, by stating as the result of the best observation and judgment I possess, that the system of school supervision, as organized in the appointment of the several officers, from "Visitor" to "State Superintendent," is admirably adapted to promote the advancement of the great cause, and seems not readily susceptible of improvement.

The conclusion is, if those concerned will view it rightly, whatever be the System of Public Instruction next adopted, *let it be something that will stand!*

The Reports of the Teachers for the Fall Term just ended, show an attendance in the schools of over 1,500 pupils; about 200 more than for the same period last year, and 500 more than the year preceding.

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#### PRINCE GEORGE COUNTY.—JOHN H. BAYNE, M. D.

**SCHOOL HOUSES.**—In my last report I referred to the dilapidated condition of our School Houses generally, and of their unsuitableness for the comfortable accommodation of the pupils. Under this head I am pleased to say, there is some amendment. Many of the houses have been partially repaired and rendered more comfortable. In the Nottingham District a beautiful house has been built according to the prescribed plan. In the Bladensburg District a fine and commodious School edifice has been erected by Mr. Riggs, the distinguished Banker of Washington and donated to the County, and for this act of munificence, he has received a vote of thanks from the County School Board. We have also in process of erection, three more School Houses in different sections of the County, all of which will soon be completed.

**TEACHERS.**—In speaking of the teachers collectively, I am happy to bear testimony to their exemplary deportment and diligence in the pursuit of their vocation. They are becoming more skilful and successful as instructors; although many are deficient in method and aptitude for teaching, yet I find as a general rule, it is compensated for by great punctuality and fidelity to their duty.

For the responsibility and labor rendered, I know of no class of people so badly remunerated as the teachers in our County. The salary is inadequate to afford them even a decent support, and many, if not for their local attachments and ties, would, I know, remove to other Counties where their services would be better appreciated.



QUEEN ANNE COUNTY.—JAS. W. THOMPSON, Esq.

The condition of our Schools shows a manifest improvement, at least as far as teachers and pupils are concerned. With some few exceptions, we now have in our Schools, men and women, who take a lively interest in their work, who are becoming every day more sensible of their duty and more interested in their calling. They are not now as they were a few years ago, mere hearers of lessons, but teachers in the true sense of the word, and alive to the responsibility of their position, and the children as a necessary consequence are becoming more attached to their schools and better scholars. One thing that has tended in a great degree to this result is the great improvement in School Books, and this is in my judgment, of so much advantage, that I consider it enough to overbalance all the expense that has been incurred in the establishment and support of our System. Teachers teach with more ease and more pleasure, and children learn with not half the trouble, and no longer look upon school duties as dull and tiresome tasks. If the patrons of the Schools, the parents and guardians of the children do not manifest that concern for their success that they ought, it is because they are not acquainted with the working of our School Law, and because in many instances they have become enemies to our System from the unfounded statements that have been made as to its expensiveness and inefficiency. Those who oppose it do so in most instances because they have been led to believe that it is the most costly System of Education in existence in the country. The information upon this subject embraced in your report to the Legislature at its last session, which would have disabused the public mind of this error, has been so long kept back, that it is no wonder the people believe all the unfounded assertions that have been so earnestly made. That report is not yet before the people, as the copies intended for Queen Anne's have but just reached us. Wherever the School Visitor has been an earnest and energetic man, the improvement in the School in his district has been most evident. I cannot forbear mentioning here the names of Mr. Nicholas Vansant, of Commissioner District, No. 1, School No. 4, and Mr. Wm. B. Goodhand, of District No. 4, School No. 6, as men of the above stamp, and as model Visitors. Their Schools show how much they have labored for their success, and how successful have been their labors. I here repeat the assertion that there is the greatest improvement in our teachers and scholars, and that no matter what changes may be made in the School Law, the good that has resulted and that will result from our System will be permanent and enduring. We have not been able to do anything to improve our School Houses. Our want of funds has rendered it impossible for us to build new houses, and our old ones are not worth repairing. We have done a little glazing and patching to keep out the rain and cold, but nothing else. When the law of the



last session was passed, allowing the people to tax themselves for the purpose of building new School Houses, there was so much uncertainty in regard to what would be the policy of the State upon the subject of Education, that we judged it better to wait and not risk a failure by appealing to a popular vote, when what would be the result of that appeal was so uncertain. I believe, however, that if the law upon the subject should be repealed, an appeal to the people for new School Houses and good ones, will be successful in many School Districts in Queen Anne's County. We held, during the past summer, jointly with the School authorities of Kent County, a Teachers' Institute, presided over by Professor Newell of the State Normal School. The proceedings of the Institute were of the most interesting character; and resulted in imparting new energy to our teachers, and giving them new ideas of their duty. The expenses of the Institute were less than two hundred dollars to the two Counties jointly, but taking its advantages into consideration, they would have been well incurred had they been as many thousands. It is to be hoped that among the changes that may be made in the School Law, the clause requiring the holding of Teachers' Institutes may be spared. All the statistical information you require of our year's operations is in your possession, and it is not necessary for me to say more. Besides, it is not in very good taste to say too much in praise of anything with which we are intimately connected, and of which we are a part. I will therefore close this communication, with the hope, that, though our System may be in danger, it will not be lost.

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#### SOMERSET COUNTY.—H. A. WHITE, Esq.

In my first Official Report, ending November 15, 1865, I reported, whole number of Schools, forty-seven; whole number of pupils admitted into the Schools, fourteen hundred and twenty-four. I now have the pleasure to report: whole number of different Schools, sixty-seven; whole number of different Pupils, twenty-seven hundred and forty-two; average number of Pupils, twenty-three hundred and forty-eight.

Very many of our Teachers manifest a laudable spirit to improve themselves and their Schools, and are practicing the suggestions and recommendations received at our *Teachers' Institute*.

We have completed one new School House, which is occupied. We have two others nearly completed, and will soon be occupied, all built after the approved plan. We have purchased one School House, nearly new, and have repaired a large number of School Houses in the County, to a limited extent.

We have kept the Schools open the whole scholastic year of ten months. As compared with my first Report, this shows an increase of about 100 per cent. of Pupils received into the Schools

during the year, and an increase of about 50 per cent. in the number of Schools organized.

The comparison might be extended in detail with the same favorable results—but not to be tedious, we say that here is evidence of more progress developed in the short space of two years under our present admirable uniform System of Free Public Schools, than would have been developed in half a century under the old County System.

This evidence of progress is multiplied by similar results, perhaps, in every County in the State. In my said report I took occasion to speak of the present system as being most admirably adjusted, as being a complete adaptation of means to the ends proposed to be accomplished; and then predicted that these means must necessarily tell on the future interest of the schools—that they would give life, and energy and success to the whole system. What I then predicted, before the facts, as mere theory, is now, after the facts, reported as history. This progress, decided as it is, is not greater than might have been expected from a proper study of the system.

The old County System was, in fact, no system at all, for there was no machinery about it. It was the one idea theory. It consigned the Teacher to his work without any thing to stimulate him to exertion—without proper responsibility to any one, for there was no one to be responsible to; without any one to supervise his work or to feel any sympathy or interest in him or his work. He was a stranger to the advantages of Teachers' Associations and Teachers' Institutes, which by association with the Teachers and distinguished practical educators from all parts of the State inspire the Public School Teacher with a proper respect for his profession, and make him realize, for the first time, that he is entitled to a respectable position in society. The old County system had none of the elements of progress in it—it could not, therefore, promise any progress, and it accordingly resulted in none. And I suppose no person was, or could be disappointed who looked at the thing in its right light; or who could appreciate the relation of cause and effect. But, say its friends, it was not expensive—it was cheap. It was cheap in one sense, but very dear in another sense. So cheap, that it was good for nothing—so dear that it was just that much much money thrown away.

“Our blessings brighten as they take their flight.” This maxim is abundantly illustrated by the anxious expressions and conduct of the patrons of the Public Schools. Doubting as to the future, they are anxious to make the most of the present advantages. I endeavor to quiet their doubts and inspire them with hope. I voted for New Constitution—as a whole, it had my approbation. I will not doubt that the Honorable Legislature at its first session will be equal to its duty, as imposed by the Constitution, and will give us a “thorough and efficient system of Free Public Schools, and will provide by taxation or otherwise for their maintenance.”

In order to do this, I hope they will avail themselves of the best means of information—that they will consult the experience and wisdom of the practical educators of the State—men who have devoted their lives to the cause of practical education.

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## ST. MARY COUNTY.—JAMES BUNTING, D. D.

I respectfully submit my second Annual Report of Public School work in St. Mary's County. We have been getting along satisfactorily this year. All our School Houses, most of which were unfit for use, have been repaired, furnished, and made comfortable. Four new ones on the plan furnished by the State Board of Education, have been built and supplied with the Soper desk. Every house has been provided with a stove and a black-board. In order to get the funds necessary to repair and build, we were compelled to suspend Schools for one term. Several more new houses are urgently needed.

Our Schools, with few exceptions, have been doing well, realizing all reasonable expectations. Children attend better and manifest increasing interest in their studies. I could, as is usual, say much in this connection, but prefer statistics, as written reports are expected to glow.

By comparing the three terms of the present, with the corresponding terms of the last year our progress is clear.

We had in 1866, 31 Schools—in 1867, 34, increase of 3.

Average number open in 1866, 26—in 1867, 33, an increase of 7.

Whole number of pupils in 1866, 850—in 1867, 1,194, an increase of 334.

Average attendance in 1866, 627—in 1867, 799, an increase of 172.

Average cost of each School in 1866, \$286.57—in 1867, \$271.23.

Average cost of each scholar in 1866, \$12.00—in 1867, \$11.20.

Average cost of each different pupil, in 1866, \$8.77—in 1867, \$7.49.

More than three-fourths of our white children of school-going age have attended our Public Schools this year, and were the houses built which are needed, and anxiously asked for, all the children of the County would be educationally provided for.

Our Teachers generally are doing well in the school room. I wish I could say this of all of them. The more however I see of the Schools and Teachers elsewhere, the better satisfied I am with our own. We have not so much of mechanical drill, but combine system with respect for essential and circumstantial diversities.

Charlotte Hall School is in a very prosperous condition, and has promise of extended usefulness as well as patronage. St. Mary's Female Seminary, in the lower part of the County, still attracts the regards of our people. It has a competent Faculty of Instruction, at the head of which is Miss Gardiner, in every way qualified

for the position. Rev. Mr. Stephenson's Academy for boys, in same vicinity, is very highly esteemed by all who patronize it.

I feel authorized to say that the System has been doing well in this County, and has the favor of our people. They may wish and seek for more of the popular element in its general administration. They wish to have control of the selection and entire management of their educational book-interest, and I think that sensitiveness upon this vital point is conclusive evidence of their intelligent comprehension of the highest interests of their children.

It is the habit to charge all complaint of the System to political partizanship. In the lower Counties, or at least in St. Mary's, it is not altogether so. The lower section of the State differs in important respects from the upper section, and there was at first a plausible fear that the System was an organized agency for the subversion of cherished political and religious institutions. Political changes have thoroughly dispelled this fear, and the System is securing due commendation. I have no doubt that popular educational interests will be duly cared for by the next Legislature.

My colleagues have done their duty, and as a Board, have acted conscientiously and for the best. We have had the counsels of experience and ability always at hand in the person of our esteemed Secretary. To the "St. Mary's Beacon," ever watchful of the interests of the County, I shall always feel grateful for its invaluable aid to our cause.

I have not done as well as many others in the County could, and perhaps would have done, but I have acted with a view to the interests of the people with whom I expect to spend my days.

In accordance with that sense of honor and justice which characterizes our people, I testify to the kindness and courtesy which have marked your deportment in our official association. I shall always feel that our State Superintendency was not without due zeal and ability.

#### TALBOT COUNTY.—S. A. HARRISON, M. D.

A survey of the field of labor upon assuming the supervision of the Schools of this County, established the conviction that, for the thorough accomplishment of the work assigned, the education of three classes of persons was necessary. The training of the youth of the State was to be the primary and paramount object always to be held in view, to which all efforts should be directed and all other purposes subsidiary. To attain this, it was clear that the agents or instruments by which all educational work is performed should be made capable and effective, and to this end, a body of earnest and able Teachers should be organized. Nor was the labor to terminate here. That proper support, not less moral than material, should be given to all endeavors towards the amelioration of the Schools, the popular mind must be guided and directed, must be



aroused to an increased interest in the subject of public instruction, and to a higher appreciation of the value of education. It is proposed therefore in this report to give as succinct an account as possible of what has been done in these three spheres of labor, the education of the people, the education of the Teachers, and the education of the children of this county—and in conclusion, to make as fair and impartial an estimate of the success or failure, as one may, who has taken an active part in the labors by which any success has been achieved, and who is very largely responsible for any failure which may have been incurred.

## I. THE EDUCATION OF THE PEOPLE.

It was unfortunate that the law, under which we were called to act, was promulgated under circumstances which not only forbade a just estimate of its merits but aroused an active hostility. Instead, therefore, of its acting from the beginning, as it should have done, as a powerful instrumentality towards the formation of a healthy sentiment, it served to excite a morbid irritation upon the subject of our Public Schools.

It was framed and adopted in the midst of great political commotion. It was brought to us not by the usual current of events, but by a great social cataclysm. Men in a political crisis, when there is great exaltation of mind, have an inspiration which leads to the conception and execution of projects of a loftier purpose and wider beneficence than those which result from calm deliberation in periods of quietude. Such projects, when peace returns, though at first rejected, may, in the end, be adopted as the permanent policies of the State. So we have reason to believe it will be with this School law. The coming wave of popular favor has not yet set in, although intimations of its advance are not wanting. The School officers while they have not failed to express their appreciation of the many excellencies of the present School Law, and their consciousness of some defects, have shown themselves more solicitous to advance the cause of popular education than to display the merits or demerits of a particular System of Schools. Believing that

"Whate'er is best administered is best,"

they have sought to win the favor of the people to this System by presenting good results, a kind of argument which disarms if it does not convince the opponent. They have regarded the cause as higher and of more worth than the means of advancing that cause. But the law has not failed as a means or an instrument of educating the people. It has done a good work, in that it has prepared the popular mind for the reception of some other, and it is to be hoped, though scarcely expected, better law to be framed hereafter. It is the forerunner, the precursor, the Huss or Wyckliffe, martyred though it may be, to some Luther, who will carry our educational reformation to its completion.



## II. THE EDUCATION OF THE TEACHERS

In calling upon the people for their countenance and support, it was not forgotten that the best means of securing them is to make the Schools worthy; to take care that their favor was not bestowed upon the undeserving, nor their money thrown away upon the worthless. Upon the Teachers, it is known, more than upon any other agency depends the character of the Schools. School Laws, School Systems, School Officers, School Funds, School Books, School Apparatus, School Houses, nay, School Children, are all of secondary importance, in securing excellence to the School Teacher. The others make the body. He is the animating spirit. As he is, so will be his School. Remembering this, diligent efforts were, from the first, employed to obtain for the County a corps of competent instructors, the material for which was in great part collected when the Schools passed under the present administration. By a judicious System of defecation, the helpless, the hopeless, and the lazy were purged out, leaving an excellent residuum. The Teachers retained, served as a nucleus for the new organization, and this as now constituted forms a body, in which the County may take just pride, of earnest and able men and women, as willing to learn as apt to teach. Not content with the formation of this corps, every agency prescribed by the law, or suggested by experience, has been employed to render it more efficient. The means which have been adopted are these: First—an elevation of the standard of competency. Second—the payment of as liberal salaries as the funds will allow, and promotion with extra pay for merit. Third—fostering self-respect and professional pride. Fourth—the visitation of the School Officers. Fifth—the holding Teachers' Institutes and Associations. Sixth—the Normal School. Seventh—the circulation of educational journals. Eighth—the formation of a Teachers' Library.

## III. THE EDUCATION OF THE CHILDREN.

Whatever may have been done towards fostering a proper sentiment among the people with regard to their Public Schools, whatever may have been done towards elevating the character and increasing the efficiency of those who are the active agents in the work of popular instruction, all has been done with reference to one paramount object, the proper education of the children of the County. Much of what should be said upon this subject, is embraced in the tabular reports, herewith rendered.

An examination of the tables will show that the number of average pupils in attendance was 1,303.25, this being more than fifteen per cent. over the number of the year 1865-66, and that the number of different pupils was 1,966—this being nearly ten per cent. above that of the previous year. In one District, (Chapel) where, under the old System of Public Instruction, the Schools had not attained that development which they had reached in other parts of the County, the increase in the total attendance was nearly

thirty-three per cent., and the average attendance more than fifty-two per cent. In the year 1865-66, sixty-one per cent. of the whole number enrolled throughout the County were in attendance each term, while in the year 1866-67 sixty-six per cent. were at School each term. These figures show that not only was there an addition to the number attending School at some time during the year, but that the term attendance certainly, and the daily attendance probably, was better than before.

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You have before you, an account of what has been done in this County during the time this Board has had control of the Public Schools, but more particularly of what has been done during the past year. We shall not be guilty of that self-depreciation that disclaims any merit for success achieved, nor shall we fall into that other fault of weakly deprecating blame for failures incurred. We boast no such saintly abnegation. We confess no such unmanly fear. If we have done well, we ask the highest meed of deserving officers, the approbation of our fellow-citizens: if we have done ill, we await the severest penalty, the just condemnation of the same judges. Now that the work of the year is over, what does a retrospect discover as having been accomplished, and what short-comings does it reveal. It is claimed that there has been awakened, by instrumentalities hitherto unemployed, an increased interest in the subject of popular education, and particularly in the support, the management and character of our own Schools. It is claimed that a body of earnest and able Teachers has been organized; that they have been largely instructed in the practical part of their profession; that a recognition of their claims to a higher appreciation has been secured; that they have been led to hold themselves and their calling in better esteem. It is claimed that the School Funds have been economized, properly and promptly disbursed, and that full and accurate accounts, open to the inspection of all, have been kept. It is claimed that the aggregate expenses of the Schools have not been materially increased, while the cost of teaching each pupil has been actually diminished. It is claimed that, with no funds, especially devoted to the purpose, the School Houses generally, are in a better state of repair, and the School Furniture in better condition. It is claimed that measures have been taken to erect new houses, which shall excel in beauty and convenience, and appointments all others in the County. It is claimed that School Books have been promptly issued to the Teachers at a price less than that at which they could be furnished by the shops, and that stationery has been distributed gratuitously, as also have many books to the

poor, and this at a less aggregate cost than under the old System. It is claimed that a sufficient number of Schools to supply the needs of the County have been kept open ten months of the year, new Schools opened and useless Schools closed. It is claimed that the number of pupils enrolled has largely increased, and that the average daily attendance has been improved. It is claimed that the Schools, as far as circumstances would permit, have been graded, the pupils classified and the studies regulated and rendered uniform. It is claimed that the children have been taught not only the elements of learning, but also the fundamental principles of religion and morality, and the practice of good manners. It is claimed that in the midst of great agitation, there has been a scrupulous separation of the Schools from politics, that nothing has been done or allowed to be done which could be distorted even by the most distempered mind into partisanship, that no Teacher has been proscribed or preferred on account of his opinions, and that no notions have been inculcated among the children to which any of the factions of the day could object. It is claimed that the methods of teaching and discipline have been improved, and that under them there has been greater progress in learning and greater improvement in order.

Notwithstanding all that has been accomplished, success has been but partial. There has been a degree of failure even where most has been achieved. Our people have not yet learned the full value of their Public Schools; that they constitute the most important of their public interests, being those agencies which best promote individual happiness and social advancement in all the elements of a high civilization, which best secures political stability and national safety.

Whatever has been done, or however it has been done, we must declare that we have failed to attain that ideal of excellence which a too ardent enthusiasm in a noble cause had pictured, perhaps in colors too bright, and with proportions too perfect for realization.

Before concluding this report, let it be permitted to refer to the prospective abrogation of the present School Law, and the institution of a new one. The members of this Board would view this step with an interest hardly removed from indifference, if it were prompted by mere selfishness, for the emoluments of their places are too small, the honors too equivocal, and the labors too certain, to beget any strong desire for their retention, but they confess to have become so deeply enlisted in the cause of popular education in this County, that they cannot contemplate any fundamental change of the plan by which that cause has been so signally advanced without some grave apprehensions. When it is remembered how

many years have elapsed since the first essays were made to establish a System of Schools throughout the State, how much time, labor and money has been consumed in futile attempts towards the same end, and how greatly the cause of education has been retarded by their frequent changes, and when it is remembered, in attempting another change, how many conflicting local interests will have to be conciliated, how many different views will have to be harmonized, what partialities for old, and what prejudices against new plans will have to be reconciled: when to all this is added a memory of the struggles of other States to achieve what was done, and could have been done only, under most peculiar and exceptional circumstances in our own State, there is no man, whose heart is in this good cause, but will pause before he overthrows, to the very foundation, a structure, defective it may be, which is already erected and serving a good and useful purpose.

This Board has not been brought to believe, notwithstanding all that has been said in the heat of political discussion, that the General Assembly, about to meet, will fail to make provision for some "thorough and efficient System of Schools." Nor do we believe that it will neglect to make use of whatever experience has been gained during the last three years under the present law. Those features of the law which have met general approval, and have been recommended by their successful working, it would be the part of wisdom to adopt. Those defects of omission which the same law has betrayed, should be of course remedied by proper provisions. Those changes which necessity or expediency would suggest; changes of the propriety of which none are more conscious than those who have had the administration of the law should be introduced.

In this connection it may not be amiss to say, in order that no unworthy motive may attach to us, that we received our appointments, to the places we hold, from the State Board of Education, without any solicitation or management of our own, and that we mean to take no measures for our own continuance in office, not only because we know such measures would be useless, but because they would be dissonant with our feelings. We are prepared to surrender our trust, whenever the same honorable body that imposed it upon us, shall signify that it is for the public interest that we do so. If our removal, (and these, it is believed, are the sentiments of every School Officer in the State) will secure the perpetuation of the present System, confessedly a good one in its essential or fundamental provisions, it is hoped that without regard to our feelings or interests, which are as nothing compared with the general good, we may be incontinently dismissed, and others placed in our stead, more capable, more faithful, more earnest, and who will have that moral support and hearty co-operation which, to the present incumbents, has never been extended, but which is so necessary for the entire success of any system of Schools. Our only regrets will be, that we shall not be able to carry into full



execution those plans which we have devised; that to others will be left to reap the harvest of that we have sown; the satisfaction of raising our Schools to their highest excellence, and that others will be crowned with the reward for which we have honestly labored and earnestly longed; the verdict that we have deserved well of our fellow-citizens.

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#### WASHINGTON COUNTY.—THOS. A. BOULLT, Esq.

To illustrate to some extent the working of the present System, and show the advantages derived therefrom, it will be necessary to take a retrospective view, and refer to statistical information heretofore furnished your department.

For the accomplishment of the object desired, I will refer you to the report of progress for the term ending November 15th, 1865. Then there were in attendance 2,363 boys and 2,392 girls, total, 4,755 pupils. Number of Schools 114.

At the close of the Schools, April 15th, 1866, the total number of Scholars in attendance was 6,689. Number of Schools 118, showing an increase of 1,934 Scholars and four Schools. It can therefore be truthfully said, as will be further shown, that the present System has largely increased the number of Scholars, and in a high degree promoted the standard of Public Education in this County.

At the close of the third term, April 15th, 1867, there were in operation 127 Schools, and 6,788 different pupils had been entered on the Registers; thus showing a further increase of 99 Scholars over the number reported for 1866, and also an increase of nine Schools.

As near as can be ascertained, according to the statement published in 1865, the School-going white population of the County amounts to about 8,000. Of this number, as above stated, 6,788 were taught in the Public Schools, and from information received, about 400 in private Schools. When we take into account those who are taught at home, or sent to Schools out of the County, there will remain but a small number that are supposed not to have been in any School. Indeed it can be safely said, the whole School-going population received instruction during the year.

It will be seen that while the fund at the command of the Board has scarcely been sufficient to continue the Schools three terms—seven and one-half months—yet Schools and Scholars have constantly been on the increase.

You will observe by the tabular statement furnished your department, that the average cost of each School per annum is \$294.91, and the average cost of each Scholar \$6.25. The average cost of each Scholar per month is *eighty-three cents*, and per week about *nineteen cents*, and per School day less than *four cents*. This in-



cludes Teacher's salaries, fuel, repairs to School Houses, School Desks and all other expenses.

There have been erected, including those now being built, seven new School Houses in this County. The expense of these buildings has been drawn principally from the School Fund of the County, in accordance with the act passed by the last Legislature.

In the erection of these buildings, and for the support of the Public School System, a very generous spirit has been manifested by the people. Two instances challenge admiration. In District No. 5, Mr. Jacob Funk of I, donated the land, and the patrons of the School contributed \$600, (of which Mr. Funk gave \$150) to aid in erection of a good School House.

In District No. 4, Mr. James H. Elgin advanced twelve hundred dollars (\$1,200) towards the building of a large and well ventilated School House. This liberality on the part of Mr. E., is worthy of special notice, from the fact that the building is remotely situated from his residence.

The new building in Williamsport, now nearly complete, is the largest in the County, having a front of forty feet with a depth of sixty feet. It is two stories high, with four rooms, each of which will accommodate eighty Scholars. The location of this building is one of the most eligible in the town. The lot sixty feet front with a depth of two hundred, having been generously donated by the citizens of Williamsport.

Recently the Board has purchased in the Eastern part of Hagerstown, one acre and a half of ground, upon which is to be erected a large School building with all the modern improvements for educational purposes. It is the intention of the Board as soon as practicable, to purchase and build upon another lot in the Western portion of the town. When these buildings are completed, the town can be districted, thereby affording ample accommodation for all the Scholars in its limits.

## WORCESTER COUNTY.—REV. S. K. STEWART.

The marks of improvement during the past year have been very encouraging and the Schools have generally been open during the whole School year.

The average number of Schools was 58, an increase of 13 over the previous year. The number of different pupils 3,436, an increase of 492. The average attendance was 2,739, showing that the School System is gaining the confidence of the people and that they are interested in the cause of education.

School Houses have been built or contracted for under the Act of Assembly, authorizing the use of a portion of the principal of the County School Fund for building purposes.

In Salisbury a two story School House, eligibly located, has been purchased.

There are in course of erection and nearly completed, in the First Commissioner's District, two houses, in the Second one house, in the Fifth two houses. Two houses will soon be commenced in the third district, making seven convenient and plainly furnished edifices, costing from \$800 to \$975 each. Appropriations have been made for erecting High School buildings in Snow Hill and Newtown and the thorough repair of the Academies in Berlin. The work will be finished before the end of the Fall term. The High School and Schools of lower grade in Newtown are occupying one of the neatest and most complete School Buildings on the Eastern Shore, erected at a cost of nearly \$5,000, by the use of a special district fund and the liberal contributions of citizens. In Snow Hill and Newtown large lots, centrally located, have been purchased as School House sites, affording ample space for play-grounds and for the erection, at some future day, of suitable residences for the teachers.